

Child Welfare Magazine

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Jefferson Parent-Teacher Association, Warren, Pennsylvania

See page 205

Is It Well With the Child?



THE question asked by the prophet of old comes with perennial challenge to parents. How are we answering it today?

The responsibility for the health of the preschool child rests upon its parents.

The home can make no greater contribution to the school than a scholar mentally and physically prepared to take advantage of what the school has to offer it.

In this belief the National Congress of Parents and Teachers inaugurated in the summer of 1925 a nation-wide campaign to send to school in the entering grade, a class of children 100 per cent free from remediable defects and, taking as a comparison the skilled and careful inspection of young lambs and calves on the great stock ranches, to see if they are ready to withstand the rigors of winter, called it the SUMMER ROUND-UP OF THE CHILDREN.

The response not only within the Congress membership but from educators, health workers and the medical profession, and the results obtained in the forty-four states thus far included in the registration, have proved beyond question the value of the undertaking, which in each succeeding year is adapting itself to conditions and improving its simple method of operation.

Based upon the remarkably fine preschool health work done by state officials, particularly in California and Georgia, the campaign promoted by the National Congress claims but one point of originality beyond its name—it stimulates parent pride to put parent power to work.

Endeavoring to establish and maintain the closest and most helpful cooperation with the regular health agencies, state, county or local, it also secures the personal activity of the parents or guardians in doing or helping to do that which too frequently has been held to be the business of the health authorities or of the school. In state or agency health work, as a rule, those most easily reached are those who must look to the more or less "benevolent" hygiene teaching; or when the children from a wider group are reached it is through the school, with no direct contact with the home. Moreover, because of the extensive field to be covered by the professional health worker, only in a few instances can it be carried beyond a first examination and recommendations as to care and treatment. It has rarely been found possible to maintain the work over a period of months or to check up results before the opening of school, so that much of the valuable service rendered by health authorities goes to waste for lack of time, money and personnel to follow it through to a satisfactory conclusion.

It is this gap which the Summer Round-Up of the Children is in a position to fill. Much fine cooperative effort is being expended by welfare or civic organizations of various types on philanthropic lines and with excellent results, one great group having even adopted the Round-Up, giving it another name and endeavoring to conduct it as a semi-beneficent enterprise. But the special method of the National Congress of Parents and Teachers cannot be duplicated, because of the unique position held by this organization, working in and through the schools, and thus being able through

more than 20,000 units to secure action *by* the people instead of *for* the people—a course which is necessary if the results are to be permanent.

Enlistment in the campaign is open to all Associations in membership having not less than five children entering school in the first or kindergarten grade. This requirement is made not to limit the work of preschool examinations or to confine it to any one group, but in order that it may be possible to state exactly what corrective value this particular type of organization, operating on a system differing from that of any other, may possess. When the final report shows correction of defects, the Association carrying through the campaign receives a certificate signed by the U. S. Commissioner of Education and by the President of the National Congress of Parents and Teachers.

The simple form of procedure recommended as a basis is fully outlined in a pamphlet which is ready for distribution; and the member units of the Congress are urged to make this campaign an annual feature of their work.

One fear expressed by the medical profession is that this movement may be introducing the entering wedge for *free medical treatment*. It should be clearly understood that this idea is exactly contrary to the principle of the Round-Up, which is absolutely opposed to free medical or dental care, all children being referred to the family practitioners for the correction of defects discovered, except in cases of financial inability when the Red Cross, the Anti-Tuberculosis Association or some other benevolent agency may be asked to pay for the necessary professional service.

A free medical and dental *examination* is recommended for this reason: The Summer Round-Up is a challenge to the Parent-Teacher Association to perform a great service for its school, and its major object is a class 100 per cent free from defect. If the physical examinations which are required are a matter of expense, there are many, whose children seem well—or well enough—who will hesitate before spending upon a visit to a doctor the money which would supply many small pleasures or comforts for a whole week, and therefore only the children of those rich enough to be able to disregard the cost, and the children of the poor who may be gathered into the charity clinics will benefit; whereas it has been clearly demonstrated that when, through the free examination held in the school for *all* children, parents are made aware of defects in their boys and girls, they no longer hesitate to seek the remedy but place them at once under professional care. When this arrangement is clearly understood there is rarely any unwillingness on the part of medical and dental men to give their services for the physical examinations.

Another point should receive attention. Steps to secure the cooperation of doctors and dentists should be taken wherever possible through the county medical and dental societies with which all professional men in good standing are in membership. These official groups should be asked to assign to this duty the men especially qualified to examine children and through this channel the best service will be assured. Some county associations are, however, not well organized and do not function efficiently, and in such cases it will be necessary to apply directly to the local doctors and dentists for assistance.

If every Parent-Teacher Association in our National Congress will assume this responsibility, will recognize this great opportunity for service to home, school and community, then to the question, "Is it well with the Child?" we may answer as with one voice, "It is well."

MARGARETTA WILLIS REEVE.



© Iowa Research Station

Helpful Ways for Fretful Days

BY EDNA SIBLEY TIPTON

EVERY mother knows about those days when the child does not want to do anything it is told to do! If asked to put away its toys—it frets; if told it must stay in the house—it frets; if told to put on its coat and go out—it frets! Coaxing is of no avail, scolding is useless and commands have the effect that a red rag has upon a bull! Playing a game about whatever you wish accomplished is the only solution.

The old-fashioned mother may object to this method, saying, "When I was a child I did as I was told and I did not *dare* to disobey!" And she tells the truth. But did she grow up harboring resentment or did she enjoy that "chummy" feeling towards her parents? Was she a "pal" with them, thus giving them the joy of living their own youth over again with her?

It is well to begin cultivating a spirit of comradeship when the child is young, and what better time to start than on one of those fretful days? Mothers are constantly discovering methods of play which are helpful. The following are a few of those which have proved so successful that I want to pass them on.

One mother found that she could cajole her little one into putting away her toys by pretending she was calling her up on the 'phone and telling her that, at her house, she had a lot of toys which her little girl had tired of and she wondered if "Mrs. Smith" (the pretend-name of the child) would not like to call around in her car and pick them up for distribution among the poor. She would also speak, in the same way of books and magazines, scattered about, inquiring if the little one would like to place them in her "public library" for the use of the community (her dolls and friends). The child was used to hearing about charity work, so the idea of putting it into her own play appealed to her.

Another mother secured co-operation from a smaller child by playing games as she dressed her. The child hated to have her arms put through the sleeves of her undervest, dress or sweater, and she hated equally putting her legs through her underwearer or leggings. She didn't even want her head covered up long enough to slip a dress or sweater over it! The game that solved this problem was this:

As an arm "started on a journey,

through a 'tunnel';" farewells were said and then it was awaited with much expectancy at the other end of that "tunnel!" Or the arm, leg or head, as the case might be, hid, and when it again appeared it was met with great surprise and glee and greeted with a joyful "Peek-a-Boo!"

At bed-time or cleaning-up-time the game was reversed—that is, the arms, legs or head had stayed away long enough, and so they were to make the journey homeward. Sometimes the monotony was varied by seeing how much could be counted during the process of dressing and undressing. One arm raced the other and so forth.

At bath-time another type of game had to be indulged in. Sometimes the soap was a boat that had drifted out far from shore and the child's fingers were ten brave little men who swam out to get it; sometimes it was a bad man trying to get away, then the fingers were ten policemen going after it, and at another time it was a lovely princess who was floating, after a shipwreck, till she should be rescued! The wash-cloth was the cleaning-woman, who scrubbed the house from cellar to garret, the towel was the parlor-maid who dusted the house and the talcum-powder was snow in winter and

flower-petals blowing in the breezes in summer.

On bad days, when going out was impossible, a game of housekeeping was played. The child was given one room and the mother took another. Each room was the "home" of the one in it. When the work of dusting and straightening it up was completed, "the two ladies went to market;" when preparing the meals they "ran a tea-room," etc.

One mother could not coax her daughter into helping serve at meal-time till she hit upon the idea of dressing her up in apron and cap "like a regular waitress." The child then did her task with all her heart, and if her daddy happened to say "Thank you, dear," as she passed him anything, she became quite indignant and replied, "Daddy, I'm the waitress and they are not spoken to that way!"

"Let's pretend" is certainly a peacemaker and companion builder! It makes duty and responsibility seem more attractive, and it leaves smiles everywhere in its wake instead of frowns! It calls for a little thought and ingenuity on the part of "mother" if the "game goes"—but it is worth it!

The Spirit in the House

The Porch

My trellis trains the honeysuckle-vine,
Whose perfume adds a welcome unto mine.

The Walls

Our parts are brick and mortar, wood and stone;
But home was never built of these alone.
Hast thou not felt, O guest, the inner soul
Of human love that makes our parts a whole?

The Living Room

A place apart am I, where they that please
May talk with open hearts in friendly ease.

The Children

Become our playmate; join our sturdy band,
And we will take thee back to fairyland.

The House Spirit

Unseen I brood, the blessing old to give:
Sleep soundly. Wake in vigor. Gladly live.

From A Book of Hospitalities—Author unknown.

Children and Money

BY SIDONIE M. GRUENBERG

THE homes of this country are full of boys and girls who know nothing of rights and duties as related to money. And how should they know, never having learned? Among the children of the poor there usually develops rather early in life a keen appreciation of the value of money. Whatever money there is is quickly spent, and comes to represent pretty definitely the necessities and luxuries of life. A dime means a loaf of bread and a penny means a stick of candy. Money is hard to get and good to have; and without it they have privation and misery. On the other hand, in the homes of the well-to-do, the opportunities to become acquainted with the sources and properties of money are comparatively narrow. Here people somehow have what they need, and no special effort or hardship is associated with getting things. What is wanted is "ordered," and the children know nothing about the cost. Whatever money they may wish for the trifles that they buy themselves can usually be had for the asking.

Money plays so important a rôle in modern life that we are apt to take it for granted without thinking especially of teaching children what they should understand of the matter. Children should learn these things definitely and practically, beginning as soon as they are old enough to appreciate relative values. A child can begin by buying things for the household when he is able to distinguish the coins and count up the amounts. The age for this will, of course, vary with different children. It is, however, only through experience that a person can ever attain to judgment in buying. The sense of values comes from familiarity with many values. The methods by which people come to be possessed of money, and the relation of service to payment, should enter the child's experience as soon as he can understand these things.

When a child reaches the point at which

he has the germ of appreciation for money, he certainly should have an opportunity to get it, if that can possibly be arranged. And if the family has the means, there are two ways in which this can be arranged.

A child may be given a small regular allowance for his own use. Through this he may learn the joy of immediate indulgence of trifling whims; or he may learn to expend his resources with discrimination; or he may learn the advantages of deferring expenditure for more favorable purchasing. The child's claim to an allowance can be justified to his mind on exactly the same ground as his claim to food and clothing and other material and immaterial wealth shared in the home. He gets these things not as a reward of merit, but through his status as a dependent member of a household.

Because the allowance is a part of the income of the child by virtue of his membership in the home community, it should never be used as an instrument of "discipline." If the allowance can be justified at all, it should be increased only in recognition of larger needs, and it should be diminished only when retrenchment is necessary for the family as a whole, or when changing conditions indicate reduced needs for the child. Older children may legitimately expect to receive larger allowances than the younger ones.

The receipt of the allowance may be made dependent upon a child's maintaining a satisfactory level of conduct, or on his manifesting a spirit of co-operation in the home. But this arrangement must not permit us to make special misconduct an occasion for deducting from the allowance. When Agnes failed to return from a visit to a friend at a sufficiently early hour, her mother said nothing, but at the end of the week she took off ten cents from the allowance. In this the mother was entirely in the wrong, for in the first place the money allowance of the child should be on exactly

the same basis as the other privileges which he enjoys as a member of the family, and not be singled out as a club for penalizing delinquencies. In the second place, by using it in this way the mother at once reduces the responsibilities of the child to a cash basis. Agnes can calculate next time whether staying out later is worth the ten cents that it costs. This attitude also opens up the whole field of the child's conduct to petty bickerings and bargainings about the number of cents to be paid for each "good" deed, or the number of cents to be deducted for each "bad" deed.

In addition to an allowance, children should have opportunities to earn extra amounts of money. It is the money *earned* that gives them the necessary inner experience without which one is never able to translate money values into terms of effort and exertion and sacrifice. Money that comes without effort may teach the child to spend wisely, or to save; but it can never teach him the cost of the things that he uses from day to day. It is perhaps at this point more than anywhere else that the children of the well-to-do fail to become acquainted with the life problems of the mass of the people. They come to feel the value of money in terms of what it can *buy*, but not in terms of what it *costs*.

In many a household it is necessary for a number of the daily tasks to be performed by the children. If these duties represent definitely the children's share in the upkeep of the establishment, they should not be paid for, but it would be proper to agree upon a scale of payment for doing some special chores. In that case, the child should have the option of not doing the special work if he feels that it is *not* worth his while. Otherwise the payment for work is merely a pretext for compelling the child to do the work. At the same time, if the child makes this agreement, he should not be free to perform his tasks some days, and leave them out at will. If he makes up his mind that he can use his time to better advantage, he may abandon the special arrangement entirely, but he must not use the opportunity to earn money as a convenience entirely detached from the responsibility of regularity.

Many parents see, in the plan of paying children for work, the danger that whenever a child is asked to do something, he may make it the occasion for exacting payment. This danger should be guarded against by the plan suggested above. Should such occasions arise, they should be utilized as the most favorable opportunities for explaining to the children that there are some special services for which we pay, and others which we do for each other without getting any pay. Of course, parents should be clear in their own minds as to what their standards are in these matters.

The amounts paid to a child cannot, of course, be accurately gauged to the value of his services. But they should neither be excessive nor too low.

When children come to have money with which to buy things for themselves, we are usually tempted not only to guide them, but to regulate them. Now while guidance is a good thing, too much regulation is likely to defeat its own ends. It is so easy to spend money foolishly; and we wish to save the children from folly. But it is only by spending money both foolishly and wisely that the child can ever learn to know the difference. It is only by having experience with both kinds of spending that he can come to choose intelligently. It is more important in his early years, to teach the child how to spend his money than to make sure that he has spent it well. He will have more to spend later on, and the lessons will be worth more than the advantage of the early protection against unwise purchases. Caution and advice are to be given, of course; but like many other good things, they should be given in moderation.

Even in the matter of learning to save, it is better to begin by spending. By spending trifling amounts as fast as they are obtained, children come to realize the limitations of a penny or two. By occasionally omitting an expenditure and thus acquiring the power to purchase more satisfying objects, the child may acquire sufficient ability to look into the future for the purpose of saving for more and more valuable things. There is no virtue in saving that

comes from putting the pennies in the bank through force of a habit formed under the compulsion of penalties imposed arbitrarily from without. The child should learn to save through the experience of advantage gained by making sacrifices in the present for a prospective return in the future.

In households that do not manifest through their activities and conversation the

methods by which the family income is obtained, children should be explicitly informed on the subject. It is not only embarrassing to the child to display his ignorance when comparing notes with other children, but it is a necessary part of his understanding of the world to know just how people obtain the precious token by means of which they secure all their necessities and luxuries.

Study Outline for Children and Money

1. *How can children be taught the importance of money?*

- a. Through example.
- b. Through experience.
 1. Buying own clothes, family groceries, etc.
 2. Keeping accounts, use of check book.

2. *The child's allowance.*

- a. At what age should a child begin to receive regular sums?
- b. Should this allowance be considered as a favor or as a reward for service done? Or as the child's part of the family budget?
- c. How far should the child control the spending of his allowance?
- d. Should allowances be withheld as a means of discipline?

3. *Earning money.*

- a. What home services may be paid for?
- b. What are the opportunities for earning in the community?

c. Should a child completely control the money he earns?

d. Sharing in the responsibilities of the family.

4. *Saving.*

- a. Teaching principles and habits of thrift.
- b. Saving should be for specific purposes.
- c. Saving should not be an end in itself. Money is nice to have—but what for?

5. *Giving money for charity.*

- a. Learning to understand the needs of others.
- b. Giving to charitable organizations.
 1. Long distance giving.
 2. Dependent poor.

6. *Cultivating in children the right attitude toward money.*

- a. Appreciation of money as a means toward definite, justifiable ends.

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Thrift Exhibit at National Convention in Oakland

Points on Child Behavior*

BY LAWSON G. LOWREY, M.D.

*Director, Child Guidance Clinic, No. 2, National
Committee for Mental Hygiene*

Pertinent Points for Parents

1. *Do I cause my child to be nervous?* (November.)
2. *Do I cause my child to disobey?* (December.)
3. *Do I cause my child to have temper tantrums?*
4. *Do I cause my child to be dishonest?*
5. *Do I frighten my child so he becomes timid and fearful?*

MOST parents would promptly answer "no" to all the above questions and would resent the implications contained in them. Yet child-guidance clinics and physicians and psychologists who make a special study of behavior problems in children are constantly encountering situations in which parents are clearly responsible for just such reactions in children. Of course, no intelligent and thought-

ful parent deliberately sets out to do such things, but even the most intelligent often do not consider all the angles of the problem involved in the relationships of parent and child. The result is that the parent is all too frequently the direct cause of distressing behavior in the child.

In these papers, remedies as well as preventive methods are discussed.

III

Do I Cause My Child to Have Temper Tantrums?

By: Setting an example of temper tantrums?

Scolding and nagging and thrashing him when I am angry?

Impressing on him what a fearful temper he has?

Constantly changing my attitude so he never knows what to expect?

Keeping him overexcited?

Not giving him enough rest?

Giving him his way when he has a tantrum?

Bribing him to stop?

The Constant Use of Temper Tantrums by a Child is Always the Fault of the Parent

A CERTAIN portion of temper tantrums are due to physical illness, but the vast majority are due to methods of handling. Whom shall the child pattern after, if not the parents? Do you ever stop to think what wintry bleakness surrounds the child if the parents are selfish, inconsiderate of each other and the children, fly into violent rages, repress all play and affection? They will be like you—much more so than you think. Indeed, grandmother can often tell you just how much they are as you were at their age! So they will imitate your temper reactions. Or, if they are all set and ready to do something and you simply say "no," giving them no outlet, they have some energy ready to go somewhere. So it often goes into temper.

Tantrums are usually developed as a means of gaining an end. As an infant, crying attracts attention of various kinds. Later this is not enough, and the child develops a temper, which forces submission from the adults. It is used more and more and becomes an established habit of reaction. It may readily be avoided. Set no pattern. Do not yield just because the baby cries or has a tantrum. Be firm and fair and calm. Do not irritate the child just because you

are irritable. Ignore the tantrum when it occurs, and keep on ignoring it until the child quits using it as a weapon. For that is what it is—a weapon. Meanwhile, be sure the child has enough rest, sleep, play, and food. The overtired, overstimulated child is irritable and overactive, which produces more fatigue. Above all, do not bribe the child or try physical punishment. Ignore the tantrum; but be sure you do *not* continue to set the example. It will take courage to straighten out yourself; but it is vastly worth while.

When Joseph was a baby, his mother rocked him to sleep every night, often spending most of the night rocking him. Thus a fussy baby became conditioned to get everything he wanted by crying and rousing the house. Joseph's father is an irritable, morose man, who is annoyed by many trifles. Then he bangs the table, breaks dishes, beats Joseph unmercifully for minor offenses, and otherwise makes a great display. So Joseph copies him and tries to wreak his will and vengeance in the same way. And thus he becomes a clinic problem in treatment—a most difficult one in view of the example set.

—*Mental Hygiene Bulletin.*

* Copies of these papers may be secured from the National Committee for Mental Hygiene, 370 Seventh Avenue, New York City, N. Y. They cost ten cents per copy or three dollars per one hundred copies.

The home is the greatest influence in our national life. Whatever may be done to make it better and more attractive is a real contribution to the nation, as well as the individual. We are told that some of the social, moral and spiritual problems of today are due in a measure to the disappearance of the old home life. It is our task to adjust the home to modern conditions, so that it will continue to hold our children, teach them wholesome habits of living, and instill high ideals and the spirit of service. There never was a time when it was more necessary to give serious attention to home making.—CALVIN COOLIDGE.



Minna-Lusa Parent-Teacher Association, Omaha, Nebraska

Summer Round-Up of the Children

The Campaign Office in announcing the list of associations which have carried through the requirements of the 1927 work, has grouped the units into three classes: Honor Roll A, B, and C. Honor Roll A includes the associations which have corrected over 75 per cent of the defects discovered at the spring health examination, Honor Roll B, from 50 per cent to 75 per cent, and Honor Roll C, under 50 per cent. This month we present Honor Roll A. Later issues of the magazine will give the other groups.

HONOR ROLL A

North Dakota		Arkansas	
Fargo—St. Anthony Parent-Teacher Association	100%	*Jacksonville—Parent-Teacher Ass'n. .	88%
Ohio		Iowa	
Marietta—Fairview Heights Parent-Teacher Association	100%	Lynnville—Parent-Teacher Association	87½%
Minnesota		Arkansas	
St. Paul—Tatum School Parent-Teacher Association	96%	*Little Rock—Garland School P.-T. A.	86%
Mississippi		Mississippi	
*Meridian—Marion Park Parent Teacher Association	95½%	*Stephenson—Parent-Teacher Ass'n. .	85.7%
Illinois		Iowa	
*Bloomington—Washington School Parent-Teacher Association	95%	Council Bluffs—Avenue B P.-T. A. ...	84%
Iowa		Minnesota	
*Ames—St. Cecilia Parent-Teacher Association	95%	Duluth—Chester Park P.-T. A.	84%
Wisconsin		South Carolina	
*Milwaukee—Center Street Parent-Teacher Association	95%	*Charleston—Julian Mitchell Parent-Teacher Association	83%
Texas		Rhode Island	
*Fort Worth—Sagamore Hill Parent-Teacher Association	92%	Cranston—Eden Park Parent-Teacher Association	81%
Minnesota		Rhode Island	
St. Paul—Tatum Pre-School Circle....	90%	Howard—Howard School P.-T. A. ...	81%
South Carolina		South Carolina	
Anderson—Kennedy St. Parent-Teacher Association	90%	Beaufort—Parent-Teacher Association.	81%
		Vermont	
		*Fairhaven—Parent-Teacher Ass'n. .	81%
		Rhode Island	
		Cranston—Daniel D. Waterman Parent-Teacher Association	80%
		Minnesota	
		*Arnold—Parent-Teacher Association..	76%

NOTE.—Associations marked with * have in addition to carrying through the Campaign Requirements, submitted a Story of the Round-Up and photographs.

The 1927 Round-Up in the Jefferson School, Warren, Pa.

BY MRS. H. F. CLINGER, CHAIRMAN

EACH year the Summer Round-Up arouses more and more interest and enthusiasm in our school and in the community. Past results speak for themselves and we find the parents eager to avail themselves of the privileges of the clinic. Any effort in behalf of the children is sure to meet with the hearty approval of the people of Warren and the Summer Round-Up campaign met with unbounded sympathy and co-operation.

Early in the spring, we secured the names of the pupils who would enroll in the first grade this fall. Many of them were already attending kindergarten and the school census provided us with the other names. Our principal then called upon the mother of each child, telling her about the examination, its purpose and benefits, and urging her co-operation. Last year the campaign Committee made these calls, but we found that in a few cases, the mothers resented the interest and advice of another mother. They all knew the principal, respected her judgment and felt that what she recommended must indeed be good.

At a meeting of the Parent-Teacher Association, the chairman explained the object of the Round-Up and urged the co-operation of all the parents. The help of the newspapers was enlisted and they willingly printed all articles which were given to them.

The result was that on May 3rd, fifty children came for examination which was held in the school building. As the children entered, they were registered and then went first to the room where the dental examination was made. In the next room,

they were measured and weighed and then went to an eye specialist. The fourth room, which was the large kindergarten room, was divided into four booths, in each of which a physician, assisted by a nurse, completed the examinations. Several members of the Association assisted at the clinic. They took records, undressed and dressed the children, guided them from one examination to the next and entertained those who were waiting. Others were busy bringing mothers and children to the school in their cars.

During the summer, the Committee kept in touch with the parents, reminding them of the work to be done and securing reports on the corrective work accomplished.

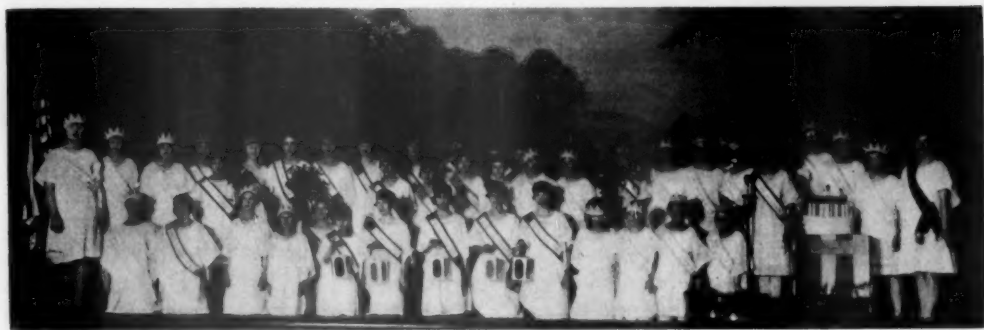
On September 27, the second examination was held, the school physician and nurse being in charge. The check-up showed that forty defects had been corrected during the summer, 69 percent of a possible fifty-eight remediable defects. The spring examination had shown seventy-nine defects, but during the summer, ten children, suffering from twenty-one defects, had moved away from our school district,

Of course, we wish that we could report a higher percentage this year and we look forward to the time when we can boast of an entering class of 100 per cent perfect children. But when we consider the very evident improvement in many of the children, our efforts seem well worth while. All who were asked to help responded so willingly and enthusiastically, and the parents accorded us such splendid co-operation, that we feel our dream of a 100 per cent class may soon become a reality.

Gain in 1926, 34%. Gain in 1927, 69%.



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"The Gift Bearers" at Hoffman School, Dayton, Ohio

Founders' Day Celebrations, 1927

BY MARY N. HALL

Founders' Day Chairman, New York

THE thirtieth anniversary of our Founders' Day was celebrated throughout New York State, reports having been received from quite a number giving detailed accounts, and contributions from about two hundred thirty associations.

A condensation of the most interesting celebrations is offered, hoping that other associations will welcome the suggestions they offer.

So often the question asked by the associations is "*How*"; the "*Why*" and the desire to observe the day need no incentives.

The outstanding account received was that of the Buffalo Mothers' Club. The occasion must indeed have been delightful. The vision of our varied lines of helpfulness was so vividly and interestingly presented.

A series of Tableaux given as pages of a CHILD WELFARE MAGAZINE seven feet high, pictured the activities of the Congress. The cover, a facsimile of the Magazine, was opened and closed to display the different scenes.

Mrs. Albert W. Weaver, President of the New York State Congress, who has long been a member of the Buffalo Mothers' Club, outlined the activities of the National Congress while a little girl turned the pages of the enormous book.

First was shown Mrs. Theodore Birney, Founder of the National Congress. Then came three children, representing the appeals of all children to Child Welfare;

"Love Me"; "Feed Me"; "Guide Me." The third tableaux represented the Nurse, whose services are so valuable wherever there are children. The Athletic Girl—Education, Safety First, and Americanization followed, the last represented by an Immigrant Woman.

Study groups were shown by a number of women bending over books; this group particularly interested in planning to remedy the health defects shown by the May examination of school children so that they might all return to school at the September Round-Up in good condition. A college girl represented the Student Loan Fund, which now assists twenty students. Legislation, various Child Welfare measures are backed by our Congress. The final scene was the Happy Home Scene in which all those who posed in the previous pictures took part.

From all this, Mrs. Weaver pointed to the conclusion that to us Child Welfare means, better children, better teachers, better homes, better schools, better communities and eventually a better humanity.

SCHOOL No. 6 of Kingston gave a reading of "The Dream of the Founder, Mrs. Birney," then another reading represented the Realization of the Dream. A huge birthday cake with thirty American flags and a large candle were used in the candle lighting ceremony which followed.

Lewistown, N. Y., celebrated Founders' Day with a very well attended program. There were thirty little boys and girls, wearing red, white and blue caps and each carrying a tall white candle wound with red, white and blue paper. On a table in front of the stage was a large cake with thirty lighted candles on it. One of the boys gave a fitting selection about the thirtieth birthday, and the children sang "Happy Birthday." Then followed tableaux depicting the different stages in life. Colored lights were used and music or some vocal selection appropriate to each setting. The tableaux were, Babyhood, First Steps, Baby's Prayer, School Days, Boy Scouts, College Days, First Love Scenes, Wedding, Sorrow, Mother. A collection for the Founders' Day child welfare gift was taken and refreshments served.

BATH, combined the celebration of Founders' Day with a reception to the teachers of the Public Schools. About two hundred people attended and declared it the most enjoyable event ever arranged. The party was opened with games under the leadership of the Physical Director of the Schools, who first explained the value of Physical Education. The President of the Association opened the program with an address which outlined the accomplishments of the National Association during the thirty years of existence.

Olean School, the pioneer association of the city, celebrated their own tenth anniversary and the National's thirtieth, with a musical program. The decorations were all in red as were the pretty programs circulated beforehand. During the evening a flower service in memory of a former principal of the school and those teachers and members of the association who had passed on, was given. Many who had been students at the school returned to be present at the event.

Mohawk observed the day with a health lecture, a little operetta, and other forms of entertainment by the children and of course the Child Welfare collection.

Charles St. School, Jamestown, had a long and varied program and one of the semi-

annual community suppers. The birthday cake and candle lighting ceremony, with the reading of the history of the association, was the special part of the program devoted to Founders' Day.

Crest Hill association of Ithaca celebrated with a birthday cake and raised the amount for Child Welfare Day by auctioning the pieces of the cake after the candle lighting ceremony.

The West Point association also used the cake to raise the Child Welfare Day fund. They had a lecture by the president of their association on the History and Accomplishments of the Congress.

Binghamton, Robinson Street, sent out silk bags to members who contributed a penny for each year of age. These bags were presented at the Child Welfare Day celebration.

Clinton Corners, N. Y., had a most original celebration calling it an old-fashioned picnic. Guests were sent very snappy and striking invitations with tiny socks enclosed; these were to be filled with "cash down to the toes," and to be presented at the picnic. The guests were also requested to wear picnic clothes.

Auburn, James South P. T. A., held an old-fashioned party in an old-fashioned dining room with antique furniture and a cheery fireplace. The quaint tea table was set with old-fashioned silver and linen and presided over by two Grandmothers of the Association. In the center of the table was the birthday cake with its thirty lighted candles. Mrs. F. M. Hosmer, former State President, told of the accomplishments of the local and state association. A collection was taken for the Founders' Day gift.

A number reported using the pageant, the Gift Bearers; and requests have been made concerning costuming, settings and so on for that pageant. It is hoped that such details may be furnished so that those wishing help may have it. All new and original ways of observing the Day are of much interest and this report of some of them may prove an incentive for a more general observance this year. We build most successfully on the proven Foundation of the past.

A News Letter from Social Standards Committee

MRS. BERT MCKEE, CHAIRMAN,

to

State and Local Chairmen and High School Ass'n Presidents

DEAR PARENT-TEACHER WORKER:

More than one hundred boys and girls of junior and senior high school ages participated in a recent conference held by West High School in the Y. M. C. A. Camp near Des Moines, Iowa. Accompanying this alert group of earnest young people, were interested parents, a number of members of the faculty, and the principal, Mr. H. T. Steeper, all of whom had gone for a two-days' deliberation of many perplexing problems. The student body present represented all groups, irrespective of race or creed. The intent of the conference, together with the findings as listed below, we think you will find most interesting. It is hoped that every Social Standards chairman will accept this suggested outline as a working plan in her own community, and will sponsor it as a means toward assisting boys and girls in analyzing many complex situations.

PLACE—THE LODGE Y. M. C. A. CAMP

Theme of the Conference . . . Attitudes

Four "Commissions" are appointed in the student body, each with an advisor.

The plan of the conference is that a series of subjects raised by each of the four commissions is to be discussed in open forum. As a result of such discussions each commission will be expected to present a summary, findings, and recommendations at 1.30 Sunday afternoon under the big elm on the campus. Each discussion will be led by the chairman of the respective commission.

Saturday afternoon, 2.00 to 4.00.

I. FRIENDSHIP

What is a friend?

1. Selfish friendships.
2. Generous friendships.
3. Ideal friendships.

FINDINGS

It was decided:

1. That a friend is one who will "stand up for you in public and sit down on you in private."
2. That selfish friendship is the friendship with one person which excludes the broader opportunity of friendship.
3. That it is the consensus of opinion that there are different degrees of intimacy in friendship.
4. That a friendly attitude is possible toward everyone, but real friendship with only a few.
5. That the ideal friendship must be founded on dependability, sincerity, unselfishness, tact, and loyalty.

Saturday night, 7.15 to 9.00.

- I. Does a square deal in business pay?
- II. What should be the ethical relation between the employee and the employer?
- III. How may high school students be made to realize that only through right ethics can they obtain their goal?
- IV. How can we carry out the standard we have established in our character commission work?

FINDINGS

It was decided:

1. That future business policies are determined by early practices and that a square deal pays eventually in character development.
2. That satisfaction, attained by correct character development, rather than an accumulation of money is success.
3. That practices that are legally right may be morally wrong.
4. That ideals should always be higher than attainments.
5. That the standards set forth by the character commissions are rendered effective only so far as students attempt to put them into practice.
6. That a signed statement increases a student's sense of responsibility to his duty.
7. That if the Golden Rule were to be practiced in the homes, discipline cases in school would be materially decreased.

Sunday morning, 9.00 to 11.00.

- I. What can we do to change the attitude of the disloyal student?

1. Are we responsible in any way for the unfriendly attitude of certain students toward the commissions and the council?
2. Is it possible that a change of attitude on our part might win some disloyal students to loyalty?
3. Is the unfriendly or disloyal attitude of any student ever caused by the action of council or commission member?

II. How can we cultivate moral courage in our commission membership?

FINDINGS

It was decided:

1. That results of a conference are not easily measured.

- A conference helps people to think rightly and set up good ideals.
2. That actions speak louder than words. Let us strive to attain our ideals.
3. That individual work among friends and associates, in addition to forums, is very beneficial.
4. That a "holier than thou" attitude is very harmful to character building.
5. That "hypocrite" is a dangerous word, for one cannot always judge the motives of others.
6. That a combination of moral courage and tact is most beneficial in the upholding of our standards.

Benjamin Franklin



BENJAMIN FRANKLIN was born in Boston, February 17, 1706. Since he is known as the greatest apostle of thrift, it is fitting that National Thrift Week should begin on his birthday. Honorable James Beck has said that Franklin did more of lasting value than any man yet born under the skies of America. We know he practiced what he preached when he said: "God helps those who help themselves." He was truly a self-made man, rising

from poverty to riches in every sense of the word.

Philadelphia, the city where he spent most of his life, found him a model citizen. Franklin had the city paved, cleaned, and lighted at night. Then he started a fire department in order to help protect life and property. Plans for fire insurance were carried out at his suggestion, and he organized the first police department of Philadelphia. Beside all of this he published a newspaper and a magazine and wrote books. His wise sayings in "Poor Richard's Almanac" have been translated into nearly every language.

Franklin established the first public and private libraries of America, and sponsored the first boys' club of America. He collected funds and helped build the first hospital known in this country. In helping with all of these things, we know he must have been thrifty with his time, for otherwise he could not have said: "Dost thou love life? Then do not squander time, for that is the stuff life is made of."

Franklin served as Justice of the Peace, President of the City Council, and first Postmaster General of the Colonies. But if we should try to name all the places he filled we would have to name almost every position of importance in the city and state. Besides serving his country at home he was Commissioner to France, Spain and Great Britain.

Franklin was a pioneer in the educational affairs of America. With only two years of schooling to his credit, by hard work he became the best educated man in this country. He helped to found the University of Pennsylvania and served as president of its board of trustees. Harvard, Yale, William and Mary's Colleges gave honorary degrees to Franklin as did the Universities of Oxford and Scotland. Besides these, he was elected to membership in half a score of royal societies and academies throughout the Old World.

His inventions were many and the greater part of them he gave to mankind, never receiving a penny for them. He invented the first cook stove, a great improvement over the old open fire-place which was used alike for heating and cooking. When he brought lightning from the clouds by a kite string and key, he gave us his theory of electricity, and invented the first lightning-rod. Bi-focal lenses for eye glasses were first made by Franklin.

Because of his untiring efforts he secured financial aid from France, a great factor in our winning of the War of Independence, at the same time sealing a friendship with France which has lasted until today. Franklin helped to draw up and signed the Declaration of Independence. When Franklin died, thanks to his works and his loyalty, he left in place of the thirteen colonies a new republic—"the United States of America."—*Thrift Magazine*.

A Mother's Leisure Time

BY DOROTHY WHITEHEAD HOUGH

IT is the use we make of our leisure that counts." A mother's hours of leisure are precious and never seem quite long enough for a perfect refreshing of spirit and body with the energy required to keep up her duties.

I well know there are not many hours of the twenty-four that I can claim as my own for recreation and such activities as appeal to me individually, that I can afford to spread them out over all of the many interesting things which I should enjoy doing. But in each day, if I am determined to find them and use them wisely, there are a few precious moments which I may claim for myself.

When motherhood was a new experience to me it seemed important that I should find time to read the wisest advice which I could secure about my new duties and responsibilities. With the passing years I am learning that motherhood is always a new task, for with each stage in the development of my children there are so many new problems to face that advice is constantly needed. Much of my leisure time is therefore spent in learning how to meet these problems and to carry on more efficiently.

But there are other things which a mother should take into consideration in planning the use of those hours of the day which are not occupied by required duties. She owes it to her children to inform herself, as far as she is able, upon the best methods of child training, but when the children are approaching school age, the mother too often begins to lose her hold over them, and I know that if this danger is to be avoided I must be mentally alert to share with them all the experiences which school brings into their lives.

If she considers the hours of her leisure as a trust fund for her own and her family's welfare, whatever a mother chooses for recreation should furnish her with true recreation of her spiritual and physical being.

Social diversions should send us back to our homes refreshed, with a brighter outlook upon life; if they do not and we find ourselves returning tired and irritable then we are not playing fair with our family.

Many a Saturday morning I spend with my boys, taking long hikes into the country where they find a thousand things of interest, and as they run here and there amusing themselves in their fashion I find time for enjoyment in my own way, reading, watching the birds and listening for nature's messages to the spirit. The long walk gives as much exercise as a game of golf and has the added advantages of being shared with my children. When we realize how few, after all, are the years in which we may have them with us, and how soon they will be going out into the world to make their own lives, these brief contacts seem all too few.

All of these uses of free time may be classed as extra-curricular activities. They are not required subjects perhaps, as a mother sees her vocation, but like the electives of a college course they are the ones that in after years will often pay the greatest dividends. And when they grow older, I wonder whether it will not be the hours which I so classify that they will remember with most pleasure as Mother's choicest gift to them in their childhood.

The question which I have asked myself in choosing the activities of my daily life has been the question of value receivable on account of my debt to my children's future. I believe that their future is inextricably bound up with my own future, no matter how far they may be separated from me in later years. I want to carry on now in such a manner that my own life will not be left purposeless when they have gone out from this home of ours to take up those tasks for which they are now being prepared. I want to keep so alert to my own development that the day will never come when Mother will be out of touch with all that may interest them.

Recreation

CONDUCTED BY
J. W. FAUST

Playground and Recreation Association of America

National Chairman, Committee on Recreation, N. C. P. T.



Toboggan Slide, Portland, Maine

Community Winter Sports

THE following suggestions for events in the winter sports program have come from J. R. Batchelor, Field Secretary, Mid-west District, P. R. A. A., where winter sports have developed to a high degree.

"Towns and cities in the so-called snow and ice belt," says Mr. Batchelor, "have a splendid opportunity to develop an enthusiastic sports program. What is needed is new thought and imagination to develop new ideas of a practical nature."

NATURAL WINTER SPORTS

Skating and Skating Rinks. The usual divisions for regular skating races are:

1. 5th and 6th Grade School Boys, 200 yards.
2. 7th and 8th Grade School Boys, 400 yards.
3. 5th and 6th Grade School Girls, 200 yards.
4. 7th and 8th Grade School Girls, 400 yards.
5. Class B. Intermediate Boys, $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$ mile.
6. Class A. Senior Boys, $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$ mile.
7. Class B. Intermediate Girls, $\frac{1}{4}$, $\frac{1}{2}$ mile.
8. Class A. Senior Girls, $\frac{1}{4}$, $\frac{1}{2}$ mile.

Coasting and Coasting Hills. Where there are natural hills, this problem is easy. where streets are used in such cities as Madison, Wisconsin, Cedar Rapids, Iowa, and many others, organization is necessary.

It is not necessary to close the street absolutely, but barriers should be provided at all cross streets to notify motorists not to cross without stopping and to cross slowly. Long wooden horses placed across the streets on both sides of the hill, provided with red lanterns at night, are the usual barriers used. When such hills are set aside, coasting should be prohibited on any other streets. This is important.

Some cities provide supervision at certain hours when coasting is going on, paying 50 and 75 cents per hour for the service. Some cities provide no paid supervision and use Boy Scouts, Parent-Teacher Association representatives or Community Club Committees to see that lights are up and in good condition.

Here again, there is need for stunt days on the hills. Events such as the following create interest and efficient coasting apparatus:

1. Coast for distance. Boys and girls are divided as to age.
2. Two, three and four sleds in tandem.
3. Two on a sled.

4. On the level ground.
5. Run, flop on sled for distance.
6. Pushmobile one on sled; one pushes, 1, 2, 3, laps.
7. Same, tandem.

By all means conduct a decorated sled parade. It offers splendid opportunity for developing the æsthetic sense of children.

Skiing. Skiing is a splendid sport for old and young and wherever possible small bumps should be made to give the thrill of jumping. Cross country ski hikes are splendid outings for old and young, and this event should be included in all winter sports programs. Try a barrel stave ski contest.

Winter Hikes are splendid for health, and need only organization and leadership to develop into a club with a program of regular trips.

TOBOGGANS

Toboggan slides are becoming more and more popular in Minnesota. Minneapolis has several new ones this year and has not caught up with the need. Duluth has a new one this year. All these are built of snow around a wooden form and then frozen, forming a trough. They make very effective slides without any great cost. Of course, it takes snow and water.

Portable toboggan slides are made, giving two slides side by side. They are, however, quite expensive to make and handle.

NOTE.—A company is now making a portable ski, toboggan and coasting hill, which may be erected on any playground and removed at the end of the season.

NOVELTY EVENTS IN THE WINTER FROLIC PROGRAM

Ice Events.

1. *Skateless Race.* Some boys have no skates—this race is for them—50 yards skating motion without skates on.
2. *One Skate Race.* A clever and funny race—100 yards—half skating and half running.
3. *Three-legged Skating Race.* Use skate straps to fasten inside legs together and put skates on outside feet. 100 yards.

4. *Broom Race.* One boy sits on broom, other boy draws him 50 yards. Either with or without skates.

5. *Chair Race.* Boy sits in kitchen chair, other boy pushes it 50 yards with or without skates.

6. *Scooter Race.* Fix runner on wheels of scooter and put cleats on one foot race—100 yards. Ice scooters may be used.

7. *Push-mo-sled Race.* Boys may make their sled with a steering blade like an ice boat rudder, either in front or back. One boy sits on sled and steers, the other skates and pushes it.

8. *The Obstacle Relay.* Skaters skate a quarter the length of track, go over tables; another quarter and go under tennis net, holding one foot above ice; a third quarter and jump a six inch hurdle; the final quarter and go through a barrel with head and bottom out, then finish. A real event both from standpoint of skater and spectator.

9. *Back Skate Race.* 100 yards.

Popular Events. Other events which are popular are snow modeling, horseshoe pitching on ice, snow battles, ice relays, Mardi Gras or costume events on rinks, fancy and figure skating, ice hockey and ice curling, home-made ice boats, using three skates for runners and rudder and snow-shoe races.



Poise and Personality

BY ANNA M. HAYES

LESSON III

EXERCISE. The leader will vary the exercise, using simple "breathing exercise," balance exercise, stretching, etc.

Introductions

It usually falls to the lot of the presiding officer to introduce the speakers who appear upon the program. While an over-effusive, extravagantly worded introduction is unquestionably in poor taste, the inexperienced presiding officer is inclined to err on the other side and allow the speaker to launch upon his subject with no introduction whatever.

An introduction is essential for two reasons: first, because it is a courtesy due the person who has made the effort to participate in the program; and second, because the listeners may be aroused to an especial interest in the subject at hand, if the speaker is interestingly identified to them.

An introduction should consist of a statement of the speaker's position in the community, his outstanding accomplishments and the reason why he is particularly qualified to address the group upon the subject at hand. It may contain personal references or interesting or amusing incidents in his life, but sincerity and simplicity are qualities for which effusiveness cannot compensate.

If the speaker happens to be one of our own Parent-Teacher workers, the tendency is to omit the presentation, but it is just as important that our own workers should be granted an introduction which shows their qualifications for the task about to be attempted. If the presiding officer says merely, "Mrs. Smith will talk to you for a few minutes on the Pre-School Child," it is necessary for Mrs. Smith to establish *herself*, before she begins to establish her subject. Compare this: "Mrs. Samuel Smith, who has been City Chairman of Pre-School

Associations for the past two years, has consented to talk to us for a few minutes about Habits. Mrs. Smith is a woman who has not accepted her task of mothering three children, equipped with just the 'God-given' instinct of motherhood, but has prepared herself as carefully for her profession as has her husband for his; and I wish to introduce her this afternoon as a successful mother as well as a student of Mental Hygiene."

Salutations

At a large or formal gathering, after recognizing the presiding officer, it is well for the speaker to address the audience by name, for example, "The Arvada Community Association," including guests, if you have any reason to believe that guests are present. In a Parent-Teacher group one may say, "Members of the _____ Association," "fellow members," "patrons of the Singer School," or simply "friends." We have little use for the stereotyped "ladies and gentlemen" because our groups are usually in sympathy with Parent-Teacher work and deserve a more intimate salutation.

The leader may call by number several members of the class, asking them to rise and present salutations to imaginary groups.

Opening Paragraph

As Rufus says, "First I tells 'em what I'se goin' to talk about."

In this case let it be, "Why I Belong to a Parent-Teacher Association."

The opening paragraph of any talk should contain the germ of your theme and may be a seasonable statement, explaining the reason for using the subject of the moment. For instance, should you be invited to talk upon Nutrition, during or near Health Week, reference could properly be

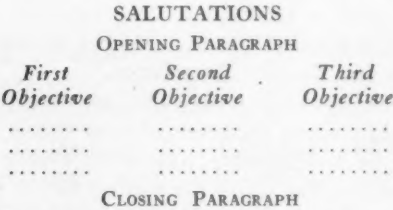
made to the significance of such a nation-wide endeavor and its effect on local conditions. Whatever you may say in the way of generalities, end this opening paragraph with a definite statement of your argument, as "of the hundreds that one might call to mind, I shall name just three reasons why I should belong to a Parent-Teacher Association—for the sake of my child, for the opportunity for service to my community, and for the opportunity to develop my own resources."

If the speaker is still inexperienced, it is often well to memorize an opening paragraph, because many of us find ourselves without the power to think logically when we first take the position facing an audience.

If some well-memorized sentences are ready, in which the subject is well introduced, they will come forth automatically while the speaker is finding her wits, and more often than not, she will have entered into the spirit of her talk before the life-saving paragraph is exhausted. We might insert a word of caution, however, about the composition of this paragraph. One member of a class built her introduction around an interview which she *expected* to have with the principal of the school and the principal happened to be away from the school that day, which made the first half of the paragraph useless and caused the speaker some confusion.

Approach to the Subject

"An' den I tells 'em what I'se goin' to say about what I'se goin' to talk about." A diagram is offered to illustrate more clearly the progress of building a talk upon any subject. We must learn to approach the topic armed with facts and ideas to spare.



The central idea must never be lost. It must be the unbroken chain which unites

the sentences and paragraphs which go to make up the address.

First, we must decide just which phase of the subject shall be used. For instance, using the first division of the foregoing topic, "for the opportunity of service to my child," I may decide upon, let us say, three ways in which my membership may be a direct service to my child. "A keener understanding of his school work, a clearer appreciation of the health standards of the school and the actual instruction that I may receive to assist me in his care and training."

Development of the Subject

Rufus says, "Den I gives 'em de 'rousements!"

As we develop the subject, we simply analyze and expatiate upon the outline. For instance, to continue from the above, "A keener understanding of his school work" may mean in my case finding out whether or not my child appreciates why his course of study includes certain things, perhaps I am in need of an opportunity to discuss the purpose of additions and enrichment of the curriculum or some of the new methods by which old subjects are taught. Any number of divisions of the subject may come to your mind; but remember always that we must be cautious lest, in attempting to include too many phases of the subject, we confuse the issue. The usual tendency is to include too much.

The outline upon which this talk is built has three branches, and in the *order in which you have first given them*, each branch must be explained in terms and figures suitable to the audience to which you are talking. "The opportunity of service to my community" stirs us to the realization of the relationship of the child to his environment, but we must take care lest the trend of the talk become diverted and lose its stated objective—"Why I Belong to a Parent-Teacher Association." If the speaker loses sight of his point, it is reasonable to expect his hearers to do likewise. "The opportunity for self growth" might seem at first glance to be a selfish purpose, until we remember that growth is accom-

plished only by a giving-out process and usually by the giving of service. Whatever of growth we may achieve as parents will be directly beneficial to our children, and the larger, fairer viewpoint which comes naturally from wider contacts cannot but be of wholesome benefit to the job of mothering or fathering.

Write out, in making the outline, as many divisions of each topic as a careful study of your subject will make possible; then select from these, choosing carefully the few leads which would be most likely to prove effective to your listeners.

The Closing Paragraph

The closing paragraph must include a terse summary of the points upon which the talk is built. No more "rousements," merely a simple statement which will bring to the minds of your audience the facts which you most desire that they should remember. Sometimes we listen to an address, so beautiful in its phraseology that we are fascinated through whatever length of time the speaker talks, but we come away with the unhappy realization that we hardly know what it was all about.

An amusing or human interest incident is sometimes effective in the closing paragraph, or a portion of some poem appropriate to the subject often makes a safe and graceful ending. It is just as important to know how to finish as it is to know how to begin, and the speaker is fortunate indeed who chooses the right moment and the right phrase for a closing argument.

If a blackboard is available, the leader will find it helpful to copy the diagram on the blackboard that the class may follow the various steps in the construction of the "model address."

The Audience

We must keep in mind always that what is suitable and effective for one group of listeners may be altogether inappropriate for another, and it is essential that we make an effort to find out the general character of the audience before planning the method of approaching them with our message.

The speaker must adapt herself to her surroundings and strive to enter the hearts

of her hearers through whichever door may be open to her. For instance, if she were talking to a group of mothers who had given up a half day's pay to be able to come and hear what she had to say, her greatest concern would be to avoid establishing an "inferiority complex" among her listeners. Knowing that these mothers must go back to their scrubbing or washing or whatever of labor made it barely possible to keep the wolf from the door, she would hardly tell them that "Johnny must have a room to call his very own, a place where he would not be disturbed during the time set aside for his own devices," though that statement might be of very great importance to the group of well-to-do mothers to whom she talked yesterday. She had better tell them, that some way the Master strengthens our backs to bear the burden we must carry, and we who are tired at the end of the day must always fight the common enemy, discouragement, intolerance, pessimism, etc., if we would help our children. We must be inspirational without being "preachy," and we may hope to attain such an ideal only by possessing a deep, sincere interest in the lives of the people who make up the audience, and an honest desire to give helpful service.

We often hear the admonition to meet an audience upon its own level and use the language familiar to our listeners, but we doubt seriously the wisdom of "talking down" to any audience. Use simple language always, but a correct and particular choice of words to make the simplicity beautiful.

Ask the class to suggest list of topics interesting to Parent-Teacher meetings.

Call by number several members to talk for one minute upon her choice of these subjects.

Ask a member to take the chair as though presiding over a meeting during this exercise.

For the next lesson, prepare opening paragraphs for address on any Parent-Teacher subject.

Ask members to procure handbooks (National) and read requirements of a Standard Association.

"BOARDWALK MOVIES" of the National



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2



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8



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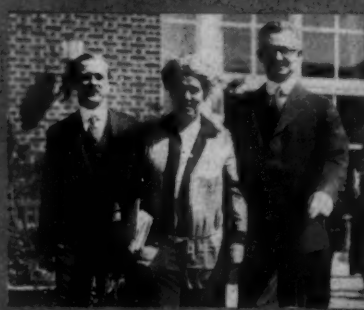


14

- No. 1—Mrs. A. H. Reeve, Mrs. S. M. N. Marrs, Mrs. E. C. Mason.
 No. 2—Mrs. V. Malstrom, Mrs. B. C. Jones, Mrs. E. E. Kiernan.
 No. 3—Mrs. J. E. Hayes, Mrs. B. I. Elliott, Mrs. F. M. Hosmer.
 No. 4—Mrs. C. H. Thorpe, Mrs. F. H. Devere, Mrs. B. M. Starks.
 No. 5—Mrs. J. K. Pettengill, Mrs. L. H. Yarbrough, Mrs. H. Alcus.
 No. 6—Mrs. W. H. Buhlig, Mrs. W. Swift, Mrs. J. H. Jeter.

- No. 7—Miss F. E. Ward, Mrs. H. N. Rowell, Mrs. J. G. C.
 No. 8—Mrs. F. A. Fanger, Mrs. W. Brice, Mrs. G. C.
 No. 9—Mrs. C. E. Kendel, Mrs. L. T. de Vore, Mrs. M.
 No. 10—Mrs. C. Bynum, Mrs. M. V. Kerns, Mrs. J. W.
 Mrs. S. M. N. Marrs, Mrs. L. E. Watson, Mrs. B.
 No. 11—Mrs. F. O. McCulloch, Mrs. J. F. ... Mrs.

onal Board, Atlantic City, September 19, 1927



No. 1—Mrs. J. S. Brown.
No. 2—Mrs. G. C. Zachow.
No. 3—Mrs. W. W. Day.
No. 4—Mrs. J. W. Faust.
No. 5—Mrs. B. F. Langworthy.
No. 6—Mrs. H. Semones.

No. 12—Miss I. Connor, Mrs. A. C. Watkins, Mrs. B. C. Hopkins.
No. 13—Mrs. H. J. Miller, Mrs. G. S. Rafter, Mrs. C. V. Aspinwall, Miss C. O. Williams.
No. 14—Mrs. R. E. Lewis, Mrs. C. E. Roe, Miss F. S. Hays, Miss J. W. Merrill.
No. 15—Mrs. A. W. Weaver, Mr. N. W. Edson, Mrs. E. L. Morris, Dr. B. Winchester.
No. 16—Mr. J. W. Andrews, Miss E. Lombard, Mr. J. E. Morgan

Carbon Monoxide *and* Home Safety

BY FLORENCE NELSON
Editor, Safety Education



THE winter months bring with them special and sometimes serious problems in home safety. There are the hazards of the overheated stove or furnace, the frozen water pipe, the snow-laden roof, the icy pavement—all of which require constant thought and activity.

A very real menace and one about which surprisingly little general knowledge seems to exist is the danger from carbon monoxide gas, a poison particularly deadly by reason of its being odorless, tasteless, and invisible. In other words, there is no way of recognizing the presence of this gas until the victim is overcome, and it is often too late to revive him. The only safeguard is to learn about the sources of the poison and then to take every precaution against it.

Carbon monoxide is generated by all gasoline engines, gas stoves and water heaters, and also by coal burning stoves, though the danger from the latter is not so great for the carbon monoxide is mixed with other gases whose odor is strong enough to act as a warning signal. The amount of the poisonous gas discharged varies with the degree of combustion, but there is always enough present to poison the air to a dangerous extent unless ventilation is abundant.

The Closed Garage

On wintry mornings it is a great temptation to "warm up" the car in the garage with the doors closed. Actual tests have proved that the exhaust fumes from a running motor will render deadly the air of a small closed garage in three minutes. A tragic proof of this is found in the newspaper reports which appear almost daily of deaths by carbon monoxide poisoning in pri-

vate garages. While some of these may be due to total ignorance of the hazard, it is certain that many deaths have resulted from pure negligence. "Just for a minute or two," says the driver, and suddenly, without warning, a tragedy has occurred.

Tinkering with a car in a closed garage is also a dangerous practice. Even with the windows open the ventilation may not be sufficient to overcome the effect of the gas. Every automobile driver should take these precautions: Never start the motor with the garage doors and windows closed; not even for a minute. There is only one safe course to pursue; open the doors and remain outside. If repairs must be made with the engine running do the work in the open air.

A closed car should always be well ventilated, for a leaky exhaust pipe from the engine frequently admits carbon monoxide into the car. While it is often more comfortable with the windows closed, the cold will be far less injurious than the effect of the gas poisoning.

Gas Stoves and Water Heaters

The danger of carbon monoxide poisoning from improperly installed gas stoves and water heaters is quite as serious as that from gasoline motors.

An investigation made by the Ohio Department of Health recorded 64 deaths and 113 partial asphyxiations from domestic sources during the winter of 1922-1923. Of this total 5 deaths and 3 partial asphyxiations were due to gasoline engine exhausts; the remainder to gas stoves and heaters, cooking stoves, defectively flued furnaces, gas grates, etc. The Department considers this total quite short of the number

which actually occurred, due first to the difficulty in collecting the data, and second, to the fact that the investigation was not started until the season was well advanced.

One of the tragedies was that of a family at Lancaster in which the father, mother and four children were asphyxiated on a night in November. A thorough investigation of the case proved conclusively that the deaths were due to carbon monoxide generated by a gas heater, and possibly also from a gas hot-plate used for cooking purposes.

A gas range or heater having no flue through which gases may be carried to a chimney is a menace to the health of the household. If no chimney is available the room should be thoroughly ventilated by opening a window whenever the gas is burning.

Without doubt many cases of mild carbon monoxide poisoning go unrecognized. Headaches, weariness, dizziness, are symptoms. In one instance a mother was, with difficulty, aroused from what she thought was a normal afternoon sleep by the fretful cry of a child. Then, realizing she had been severely gassed by an unflued gas heater she revived two other children who were sleeping in the room. All four suffered from

severe headaches, weakness and depression for some hours afterward.

Whenever a gas or kerosene heater is used in the bedroom or bathroom be sure that a window is open to provide adequate ventilation. Sleeping in a room with a gas or kerosene heater burning is extremely dangerous.

It is very important to see that all valves and hose connections on gas appliances are tight in order to avoid accidental opening and leakage. In choosing a gas heater it is well to secure expert advice so that the danger from improper combustion can be eliminated.

First Aid Treatment

The symptoms of carbon monoxide poisoning are weakness in the legs, dizziness, throbbing headache, rapid pulse, slow breathing, and loss of consciousness. Supply fresh air at once. A gassed person should not be allowed to walk, but should be carried into the fresh air and kept warm. If breathing has stopped use artificial respiration by the prone pressure method. Instruments for resuscitation are usually available at the offices of the gas company, fire station, police department and at some drug stores.

Your Realtor Can Help

BY MABEL TRAVIS WOOD

TWENTY-SIX playgrounds, sprung up almost overnight, where none grew before! That may seem a feat to puzzled disciples of Burbank, but it happened recently in Buffalo.

Through the efforts of Mr. H. C. Stone, of the Playground and Recreation Association of America, realtors and city planning enthusiasts were brought together at a luncheon meeting, when the civic importance and business value of setting aside recreation spaces in new subdivisions was stressed. Present were representatives of a company who are developing the former Curtis Flying Field, a tract of 200 acres, as a site for 1,000 homes. At that time no pro-

vision had been made for play spaces in this large subdivision. But immediately after the meeting, the layout of the property was changed to include twenty-six park and playground spaces, one within each block. Mr. Stone helped to secure the city's acceptance of these play spaces.

This is typical of the way in which realtors all over the country are responding to the campaign of the P. R. A. A., launched last February, to have play spaces reserved in new developments, when land is available and comparatively cheap. The success which a number of progressive real estate companies have had in carrying out this plan has proved that recreation spaces accelerate

the sale of property and need prove no financial burden to the developer, since the cost of the land may be divided and added to the price of the individual building lots.

The \$125,000 clubhouse and golf course occupying land worth a million dollars, inviting beach and other play facilities, reserved by the Harmon National Real Estate Corporation at Nassau Shores, Long Island, represents one of the best investments the company has ever made, states W. Burke Harmon. "It has been the biggest single selling argument that our salesmen have had," he says. "Everyone is intensely interested to learn that in addition to buying home sites at a fair price, they also secure without cost a membership in such a delightful country club, which will meet their every recreational need. Such a policy does not smack of altruism in any way."

In his address before the recent National Recreation Congress, C. C. Hieatt, President of the National Association of Real Estate Boards, offered a challenge to civic and child welfare as well as recreation organizations. He said, "I wonder how many of you men and women have ever gone over and called upon the Real Estate Board of your city and talked over this proposition with the members and asked them what they could do for you. I want to say to you now, if you have not done it, go home and do that very thing, and you will find the heartiest of co-operation. We have got sense enough to know that the development of our individual properties depends upon the development of our cities and the value of our properties depends upon the values in our cities. A city with poor values is going to have poor real estate and if we are going to enhance the value of the

property in such a city we must attract people with money, people who are looking for culture, people who are going to build values. We are tremendously interested as realtors from the selfish standpoint, as well as from the standpoint of the public, in having our city properties planned and properly developed with as much park area and playground area as they can support. There is a direct relation to value in that activity."

The National Congress of Parents and Teachers is co-operating in the campaign, as announced in *CHILD WELFARE MAGAZINE* last March. All State Presidents and many officials of local Councils have signed and approved the "Ten Recreation Fundamentals in Real Estate Development" issued by the Playground and Recreation Association of America. Has your Council let your local Real Estate Board know your sentiment on the subject?

One assurance the realtor does need—that the city will ultimately maintain and supervise the spaces he has set aside, thus relieving him of taxation and keeping the playgrounds, through competent leadership, an asset to the neighborhood. Hence work with the city to secure acceptance of the subdivision play spaces is as essential as work with the realtors. Your Council can also create a demand for this same type of city planning by pointing out to parents the desirability of buying or renting a home in a subdivision which does provide amply for the children's recreation.

Will you help in your community to gain neighborhood parks and playgrounds where children today and tomorrow can find room to romp and develop sturdy muscles, away from the dangers of the streets?



Department of the National Education Association

Shall Teachers Be Tramps?

BY JOY ELMER MORGAN

Editor of the Journal of the National Education Association

HOW long do teachers stay in your town? Is the average tenure a year and a half, two years, five years, or ten years? Do the citizens of your community think of their teachers as a part of the community? Do the teachers own property? Do they take part in longtime movements for civic betterment? Do the teachers remain long enough to observe the kind of men and women their pupils become? That is the real test of teaching.

Why too much moving is bad. The tramp attitude gives teachers a wrong view of their work. When citizens take this attitude, teachers are often forced to do so. If children are to be prepared for citizenship, if they are to take part in improving the life of the communities in which they live, they need to be surrounded by teachers whose interest in the community is more or less permanent. This does not mean that every teacher will stay indefinitely, but it should mean that a majority of the teachers remain for many years.

The tramp idea is bad because it puts a premium on the employment of partly trained or incompetent teachers. When school men and boards realize that they are employing a teacher for many years of service, they insist on better qualifications and investigate more thoroughly the personality of the applicant.

Too much moving is bad because it places a heavy financial burden on teachers. It makes it difficult for them to manage their affairs wisely. If they invest in the place in which they are teaching they do so knowing that a few years later they will probably not be at hand to look after their

investments. The tramp idea is bad because it keeps the interest of teachers from rooting as deeply as it should in the growing young life of the community.

January is a good time to talk about tenure—the holding of positions. In the vast areas where teachers are hired from year to year, January marks the beginning of the annual unrest. Curiously, the teachers who are doing the best work and who have the least to fear are often the ones who worry most. The poor teachers don't care.

Some recognized principles. In an effort to safeguard the child's right to a good teacher, the National Education Association has had for several years a Committee of One Hundred working on the problem of tenure. The Committee has recently made a report in which it set forth the principles which should be followed. These principles may be summarized as follows:

1. Tenure laws should be drawn and administered in the interest of the children. In the end, the welfare of the teacher and the child are identical. Good teachers prosper in good schools.

2. Tenure laws should be accompanied by proper legal regulations governing training, certification, remuneration, and retirement allowances. No one wants to give tenure to poor teachers, or to teachers incapacitated by old age. The welfare of the child must be protected at all points.

3. Tenure laws should be devised and administered as a stimulus to better preparation and more efficient service on the part of teachers. Tenure should be entirely dependent upon efficient service and efficient service is dependent upon continued professional growth. No efficient teacher objects to having his work stand on its merits.

4. Indefinite tenure should be granted upon evidence of satisfactory preliminary training, successful experience, and professional growth. Under this plan, annual elections cease for all time, the teachers being merely continued in the service from year to year without any action on either side, and until such time as the board, upon the recommendation of the superintendent, shall see fit to terminate the contract.

5. Indefinite tenure should be provided after successful experience during a probationary period of two or three years. Not all persons interested in teaching make good teachers and no one should come into the permanent ranks until his ability is proved.

6. The right of dismissal should be in the hands of the appointing board. The right to employ implies the right to dismiss. Since the board of education is the agency to employ the teachers, it should also be the removing agency. The enactment of tenure laws which provide hearings before bodies not responsible for the administration of the schools leads to confusion and in the end injures the schools.

7. Laws establishing indefinite tenure should provide for the dismissal of unsatisfactory or incompetent teachers for such causes as misconduct, incompetence, unfitness for teaching, persistent violation of rules, insubordination, neglect of duty, or malfeasance. It is a basic right of every child to be safeguarded against teachers who do not belong in the profession and who cannot uphold the highest standards of American schools.

8. The proposed dismissal of a teacher on account of incompetence or neglect of duty should be preceded by a warning and a written statement of defects. Teachers should be given the maximum opportunity to correct the defects and make their work satisfactory.

9. In cases of proposed dismissal, teachers should be granted the right of hearing, where they desire to have a hearing, before the board of education, which should be the sole judge, without the meddling of lawyers or the interference of courts. The hearing should be so organized that legal technicalities will be reduced to a minimum.

10. Teachers who do not desire to continue in their positions should give reasonable notice in writing of their intention.

11. Suitable provision should be made for teachers already in service, in putting tenure laws into operation. Such laws should apply to teachers who have been in the service for some time even though they do not have the training required of beginners.

12. Indefinite tenure should be accorded all classes of certified school employees, including superintendents, principals, supervisors, and others holding professional responsibilities.

How some cities have solved the problem. Tenure has come first in the cities. A common procedure is for the board of education to appoint a committee of its own members

to work with the superintendent and a committee of teachers in a thorough study of the problem as it applies to their city. When all the facts have been unearthed, tentative rules are drawn up and after discussion and revision are adopted as the rules of the board of education. As such, they are published in the handbook of the schools and are known to both teachers and public. The adoption of such tenure rules has made teaching in cities more attractive than teaching in villages and rural schools, where the plan of annual elections commonly prevails.

How you can make a beginning. While the ultimate aim is a thoroughly trained teacher with indefinite tenure, for every child in the state, a start can be made without waiting for this final goal to be achieved. Early elections for the following year help, even though they do not enable teachers to buy homes and accept responsibility for community enterprises which require years of continuous planning and effort. Another first step is to repeal laws that restrict the power of boards to elect for more than one year. Increase the period of elections from one to two, three, or five years, as training and proved ability increase. Develop units of administration large enough to make possible the transfer of teachers in accordance with personal and community needs. The county is the best unit for rural schools. Grant indefinite tenure to teachers who have had full professional training plus reasonable experience.

The time to start is NOW! Every improvement in the schools requires a leader. Someone who loves children and who has the instinct of a builder must lead the way. Boards of education are always glad to respond to intelligent public sentiment. Even though all you can do this year is to have one or two of your best teachers elected for a five-year period, that is decidedly worth doing, because it would help the other teachers to understand that, as they became better established, they too would have tenure. Are you interested enough in the growth of your child to want fine professional teachers who will take a permanent interest in that growth? If so, start now.

The Book Page

BY WINNIFRED KING RUGG



ON OUR desk to-day lies a handful of books which deal constructively with practical problems of the family. The first of these books, written for those who are facing the problem of bringing up girls under present conditions, is *Our Girls and Our Times*, by Caroline Benedict Burrell (Boston, W. A. Wilde Co., \$1.25).

The theme of Mrs. Burrell's little book could be put in one brief sentence, "It will pass!" When the growing girl thinks her home is uncongenial, when the older girl begins to question the standards by which she was reared, when a girl seems ready to take anyone's advice more readily than that of her parents, parents need to keep a sense of humor and a sense of proportion, and say "It will pass—it will pass."

Mrs. Burrell is hopeful about the outcome for our girls and at the same time utterly candid about the present situation. "All the other girls do it!" is a real slogan of our daughters and it cannot be disregarded by parents. Talking to young people, lecturing them, pleading with them, is worse than useless. Crying over them is still worse. If a mother has to cry, let her do it at night when no one can see her. Self-direction and its partner self-control must be the mainstays of youth. The little book is both encouraging and practical. For those who would study the subject further it contains an excellent bibliography.

* * *

Still more practical in a wider field is Lillian M. Gilbreth's *The Home Maker and Her Job* (New York: D. Appleton Co., \$1.75). Mrs. Gilbreth is an efficiency expert, who took up her husband's profession at his death, and has besides personally managed her home and mothered her eleven children. The theme of her book is the

most efficient way of making home happy and comfortable. To that end she gives minutely detailed suggestions about what we shall have in our homes, what each member of the family shall contribute in work, money and pleasure, where, when and how each activity of the household shall be carried on, and finally what the objective shall be. In a word, it is scientific business management applied to the business of home making.

Old-fashioned home makers will rebel. We personally rebelled many times as we read the book, saying secretly that with so much technique there would be no time for home making, but Mrs. Gilbreth has developed the technique out of her own experience—and no one can deny the breadth of that experience.

* * *

Everyday Problems of the Everyday Child, by Douglas A. Thom, director of the Habit Clinics of Boston (New York: D. Appleton Co., \$2.50) is a careful and scholarly report based on his extended experience with children of all kinds and classes. It is written for parents, teachers, nurses and doctors to aid them in managing children. Dr. Thom also reminds his readers that many troublesome traits and habits are merely temporary. They are to be expected in the normal development of the child, and they will pass if they are dealt with understandingly.

Throughout his book Dr. Thom shows unmistakably his complete sympathy with the child. It is a book for hard, concentrated study on the part of those interested in young children and is supplied with a long list of books for supplementary reading.

The publishers' announcement that Dr. Thom is one of the leading authorities in his field is borne out by the fact that in addition to directing the Boston Habits Clinics, he is in charge of the division of Mental Hygiene for Massachusetts and in-

structor in Psychiatry in the Harvard Medical School. He is also National Chairman of the Mental Hygiene Committee of the National Congress of Parents and Teachers. * * *

The many readers of this magazine who have followed with interest the books of Ernest R. Groves and his wife, Gladys H. Groves, will be interested in their latest volume, *Wholesome Marriage* (Boston: Houghton Mifflin Co., \$2.00).

This is a worthy successor to their "Wholesome Childhood" and to Prof. Groves' "Drifting Home." The book deals with the social and personal aspects of marriage, rather than the physical. For instance, it takes up such an economic subject as the family pocketbook. The work as a whole may supply an antidote for the much talked-of idea of the companionate marriage.

WHAT TO SEE

BY ELIZABETH K. KERNS

National Chairman, Motion Picture Committee

A

FAMILY:

- J Buttons (Jackie Coogan)—Metro-Goldwyn-Mayer. 7. (Comedy of page on ocean liner.)
- College Hero (Robert Agnew)—Columbia. 6.
- The Coward (Warner Baxter and Sharon Lynn)—Film Booking Office. 6.
- J Dog of the Regiment (Rin Tin Tin)—Warner Bros. 6.
- Figures Don't Lie (Esther Ralston)—Paramount Famous Lasky. 6.
- The Gay Retreat (Sammy Cohen and Ted McNamara)—Fox. 6.
- * The Jazz Singer (Al Jolson and May MacAvoy)—Fox. 9.
- * Quality Street (Marion Davies)—Metro-Goldwyn-Mayer. 8.
- J Racing Romeo (Red Grange)—Film Booking Office. 6.
- Sally in Our Alley (Shirley Mason and Richard Arlen)—Columbia. 6.
- Shanghai Bound (Richard Dix and Mary Brian)—Paramount Famous Lasky. 6.
- Two Arabian Nights (Wm. Boyd and Louis Wolheim)—United Artists. 8.
- Two Girls Wanted (Janet Gaynor)—Fox Film Corporation. 6.
- J Wild Beauty (Rex, the horse)—Fox. 6.

B

- J Cross Breed (Silver Streak, police dog)—Bishoff Prod. 6. (Story of logging country.)

WESTERNS:

- The Adventurer (Tim McCoy and Dorothy Sebastian)—Metro-Goldwyn-Mayer. 7.
- Deuce High (Buffalo Bill, Jr.)—Pathé. 5.
- Hero on Horseback (Hoot Gibson)—Universal. 5.
- Last Outlaw (Gary Cooper and Betty Jewel)—Paramount Famous Lasky. 6.
- Lightning (Zane Grey story with Robert Frazer and Jobyna Ralston)—Tiffany. 7.
- Red Raiders (Ken Maynard and Ann Drew)—First National. 7.

A

ADULTS:

- Cheating Cheaters (Betty Compson)—Universal. 6.
- The Crystal Cup (Jack Mulhall and Dorothy Mackail)—First National. 7.
- The Desired Woman (Irene Rich)—Warner Bros. 6.
- A Man's Past (Ian Keith and Conrad Veidt)—Universal. 6.
- One Woman to Another (Florence Vidor and Theodore Von Eltz)—Paramount Famous Lasky. 5.
- The Thirteenth Juror (Anna Q. Nilsson and F. X. Bushman, Jr.)—Universal. 6.

B

- Death Valley (Star cast)—First Division Distributors. 6. (Picture actually photographed in Death Valley.)

SHORT REELS—COMEDIES:

- Fat and the Canary (Animated Cartoon)—Bray. 2.
- River of Doubt (Animated Cartoon—Aesop Fable) Pathé. 1.
- When East Meets West (Animated Cartoon)—Bray. 2.

OUTDOORS AND SPORTS:

- Backhome (Outdoor Sports)—Educational. 1.
- Down to the Sea (Grantland Rice Sportlight)—Pathé. 1.
- Many Wings (A Robert C. Bruce outdoor sketch showing beauties and habits of sea birds)—Educational. 1.

* Especially recommended.

A Good.

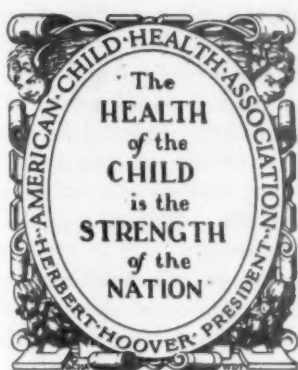
J Children under fourteen.

"Family" pictures are recommended for the family and children of twelve years and over.

"Adult" pictures are recommended for those of mature viewpoint and experience.

Figure to right indicates number of reels.

Average time to show one reel, twelve to fifteen minutes.



Child Health

CONDUCTED BY THE

American Child Health Association

ALICE FISHER LOOMIS, Editor

in co-operation with the professional Divisions of the Association

A School Health Program for Parent-Teacher Associations

This article is one of the series that has appeared at irregular intervals during last year, each discussing some feature of the health protection of the child in school.

PART VIII

The Teacher's Health

BY LUCY OPPEN

Staff Associate American Child Health Association

"**W**HAT you are shouting out so loud that I cannot hear what you say!" says Emerson somewhere, in pointing out the greater effectiveness of practice over mere precept in human life. The observation that "actions speak louder than words" is a commonplace in every field of human activity, and especially is this true in the field of health education.

To inspire children with effective health enthusiasms, the teacher herself must constitute an object lesson in health and healthy living. Imagine health habits and health enthusiasms being inculcated by a teacher who every hour of her life is a living example of what not to do and to be! The result so far as the child is concerned is likely to be an attitude of cynical indifference to all health teaching, that may render ineffective all subsequent efforts in the right direction. "Aw! This health business is all bunk," represents an attitude which is hardly a right foundation for a carefully planned curriculum in health!

On this account, in all plans for a well-rounded school health program, the matter of preserving and promoting the health of the teacher emerges as a major problem.

Our schools are spending large sums of money on health equipment and health service for school children. This is as it should be. But in doing so, they sometimes ignore the fact that the most important piece of health equipment in the school is the teacher with vigorous body, serene and well-balanced mind, and a buoyant and gracious spirit.

If this statement seems somewhat exaggerated, consider for a moment the analogy of the home. "Home is where mother is," said a small boy with childish wisdom. And he might have said with equal sagacity, "Home is *what* mother is!" For if mother is nervous, irritable, tired, worried, and nagging, no beautiful setting of house and garden, no attention to the multitudinous details of fine furnishings and wholesome meals can make of the house that place of

calm joy and satisfying freedom, of tolerant understanding and emotional sympathy, which constitute the essence of that spiritual entity which we call the "home."

Similarly, "school is where the true teacher is." Jesus and Socrates, the greatest teachers of all time, had no need of school houses, or desks, or even of books. They taught as they walked under the open sky, strolling through the fields or in the market place, or sitting with a little group of chosen pupils on some quiet hillside on the outskirts of the city. Theirs was the perfection of teaching—the sheer contagion of personality—of intellectual enthusiasms, of artistic appreciations, of moral fervor. Mark Hopkins, sitting on one end of a log, with a student sitting on the other, constituted a type of university which contained the essence of all that is best in modern education. Not mere scholarship and competence in his chosen field of knowledge, but—here again—the pure contagion of a great and wholesome personality doing its best work as easily as the sun shines and without conscious effort—simply by *quality of being*, and of radiating that quality.

To secure such teachers for our children—teachers who are vital and poised and gracious as well as scholarly and conscientious and well trained in the performance of their duties—this is the great task of the public schools, before which all other questions of equipment and administration pale into insignificance.

In choosing our teachers, let us first of all require that they be broad-minded, truly socialized human beings, with a healthful mental outlook on life, and possessed of physical vitality and emotional balance. Only after these conditions have been satisfied, let us inquire as to the important questions of scholarship and training and previous experience in teaching. This, in effect, is exactly the policy which is being pursued today by an increasing number of school systems, which make it incumbent on each new applicant for a position as teacher to pass a health examination which takes due account of mental and emotional health as well as merely physical health, before an application is considered in view of the

other questions of scholarship and previous experience.

This matter of the healthful and vital personality as the most essential factor in teacher equipment is beautifully expressed in a study made by Professor Lewis M. Terman, of Leland University, entitled, "The Teacher's Health. A Study in the Hygiene of an Occupation":

"We urge the value for teachers of sound physical health and wholesome mental attitudes. Modern teaching is not a formal and mechanical procedure, exclusively conducted through memory and habit. It is a highly versatile occupation calling for alertness, tact, patience, persistence, judgment, and the other resources utilized in meeting novel situations. Physical weaknesses and tired people are poorly fitted to represent civilization on the frontier of childhood where conflicts with law, order, and intelligence, or emergencies involving the physical safety and the mental potentialities of children, are continually arising. The positive value of rugged health, with adequate reserve energy, is not to be underestimated in a scheme of work calling for the degree of self-restraint and continual personal readjustment required in being a foster parent and intellectual leader to the children of forty or more different families.

"It is most important in this connection to emphasize the mental health of the teacher, that wholesome functioning of a truly social personality in the presence of impressionable youth. The chief conscious purpose of school life may be the transmission of knowledge, but it is more than likely that the outcome of greatest value is found in the wisdom garnered in the classroom as a by-product. And wisdom, as we have often been told, is more than truth; it is truth evaluated for the practical purposes of life with all its varying circumstances.

"It is just here that the wholesomeness or the unwholesomeness of the teacher's personality enters into the efficiency of the school. If the teacher's conscious pedagogical method transmits truth, it is the unconscious influence of his personality that gives it that bias of meaning which the fact will forever after have for the pupil. The

teacher whose habitual mental reactions are filled with the common sense of a world-old wisdom, true to the better order of things outside the school, is the teacher with mental health. No other teacher will do. The merely school-made or book-made instructor will be an academician, a book-worm, a martinet, or a pedant, but not a teacher. The real teacher is made only by a wholesome participation in life, wherein books and schools are the accessories of a dominant interest in human life itself."

Perhaps the greatest handicap to wholesome personality development on the part of many teachers is the outworn tradition of social propriety which envelopes all of their doings. The average teacher in a small community, to use a popular phrase, "has about as much privacy as a gold fish in a glass bowl." Not for her the spontaneous, carefree, merrymaking which is the heritage of the average young woman. She must be at all times circumspect, prudent and conventional. She is expected to conform without question to local traditions of conduct befitting a school ma'am.

One of the most useful services which any Parent-Teacher Association can perform in the cause of true education is to make the community realize that just because school teachers are engaged in a work which is exhausting, they are entitled to a normal, restful, and recreative personal and social life. The health hazards of the teaching occupation, although not so spectacular as those of the firemen and policemen, are as real. Nervous breakdowns and neurasthenia are not uncommon. But even the many who do not become definitely pathological are

subject to certain well-recognized warping tendencies which a teacher-health program must definitely intend to counteract.

"Teachers tend to become bookish and unpractical, unable to bear their proper part in turning the wheels of social progress. Their energies are consumed within the four walls of the schoolroom. Their intercourse is with children, whose ring of social interest has hardly widened beyond the confines of the school playground or second back-alley. The large majority of elementary teachers are bachelors and spinsters, and are for this reason poorly qualified to view things from the truly social point of view. The longer this individualistic life continues, the more havoc it plays with the native social tendencies.

"On the side of personality this is likely to show itself in an artificial demeanor. Instead of the open frankness, geniality, and poise of the business man, lawyer, or physician, the teacher is likely to be found unsocial, stilted, and didactic. Some teachers are too dogmatic to be agreeable companions; too didactic, too instructive, too prone to impart information to stand on a give-and-take footing with their friends. Confining their associations so exclusively to those in the same profession, teachers are always in danger of developing a certain provincialism of intellect and character.

"Not infrequently teachers so lose touch with the needs of the social order that this in its progress washes past them altogether, leaving them stranded high and dry like fossils on the deserted shoreline of an ancient sea." *

Here are some of the questions which may be asked



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To develop the poise of personality and cheerful outlook on life which are essential to success in teaching children, the teacher above all other professional workers needs to play, to laugh, and to mingle with people of other occupations.

* Terman—The Teacher's Health page 80.

by any local group interested in securing teachers of the highest type, and of maintaining for them conditions conducive to fine personality development:

1. Does your school board require a health examination as a pre-requisite to appointment?

2. Does your school board regulate and secure annual health examinations for your teachers? (This is as essential for teachers as for the school children.)

3. Does your school board grant leave of absence with pay for teachers who are ill? And does it encourage teachers who are ill with colds or over-fatigue to stay at home when they should? (Half of our large cities now allow ten days annually on sick leave with pay. Some superintendents are permitted to extend the schedule period indefinitely in meritorious cases.)

4. For those of your teachers who do not live at home, what provision is available in the shape of good boarding houses or good moderate priced hotels? (In poor communities, the standard of living is often so low that the teacher cannot find a comfortable boarding place. In some rich communities there is often no provision at all for the stranger. In either case, a teachers' club or a teachers' home financed by the school board is a way out.)

5. Are sanitary conditions in the school room conducive toward maintaining a high degree of vitality on the part of the teach-

ers? Is the room free from chalk dust? Are heat and ventilation properly adjusted? Is the teacher free from the senseless requirement that she stand continuously before her class while teaching?

6. Does each school building provide a quiet, well-ventilated rest room, with couches where the teachers may relax, and with adequate toilet and lavatory facilities?

7. Is opportunity provided for a warm noon lunch for school teachers as well as children—in a separate lunch room for teachers?

8. Are your teachers free to enjoy a real recreation period at noon, or is it supposed that playground service constitutes adequate recreation?

9. What opportunities are there for outdoor recreation for teachers? Are they invited to attend the country club or the skating and hiking parties of the young people in the community?

10. What opportunities for wholesome social life are provided for teachers? (In some communities, the teacher is often set apart and obliged to live a solitary existence.)

Try to surround your teachers with the opportunities for development of healthy personality and healthy physique which you would wish your own daughter to have. Remember that she is the most important piece of health equipment involved in your school health program!



A Parent-Teacher Health Activity, Winslow, Arizona

Know Your Public Library

An Often Neglected Agency for Education and Civic Progress

BY JULIA WRIGHT MERRILL

*Specialist in Library Extension, American Library Association
Associate Manager, Bureau of Education Extension, N. C. P. T.*

How much *do* you know about your own public library—you as an individual, and you as a Parent-Teacher Association? Do you know whether little Bill and tall Mary are wisely guided in their reading by a librarian with a native gift and special training for work with children? You know all about their teachers in school, but what about the "library teacher," as the children often call her. You voted a special bond issue for the schools last year, and studied the proposition carefully so that you could answer the uninformed neighbors who thought too much was already being spent for schools. Have you any idea how much your community is investing in library service?

Why not make a game of it? Instead of cross-word puzzles, we find "Ask me

another" in our papers and magazines. Try this set of questions on your family at home. Have a committee of the Parent-Teacher Association look up the information and make a library program of the answers; or break the outline up into small divisions and discuss one at each of several meetings. If the newspaper editor hears about it, perhaps he will print the answers in the paper. Finish the course with a personally conducted tour through the library to see new books being made ready for your use behind the scenes in the catalogue room, a pile of children's favorites being mended or sent away to be rebound, one assistant hunting up all the books, pamphlets and magazine articles she can find for your class on the pre-school child. By that time you will indeed "know your public library," as a good citizen should.

COMMUNITY SERVICE

Is the library used by 30 per cent of the population, a reasonable minimum?

Are all elements in the community reached? Business men, laboring men, foreigners?

Are hours of opening adapted to community needs and habits?

Are there branches or service stations to put books within easy walking distance of every one?

Are there branches or stations for special groups, as Negroes?

Is the annual circulation of books at least five times the population of the library service area?

CHILDREN'S WORK (building for the future)

Is there a children's librarian with special training?

A special reading room with low tables and shelves?

A well-selected, adequate collection of children's books?

Is work correlated with that of the schools?

ADULT EDUCATION

Does the library provide inspiration and capable reading guidance to older boys and girls out of school and grown-up people who seek "self-education"?

Does it provide books, book lists, program-making service, and meeting places for adult classes, study clubs, discussion groups?

Does it promote continuing education in the community by serving as a center of information about opportunities and as a headquarters for these interests and influences?

BOOK STOCK

Is the collection adapted to the interests of the community?

Is it kept up by frequent buying?

Is it kept in good physical condition?

QUARTERS

Is the library centrally situated?

Is it kept in good repair? Clean? Attractive?

Are reading room and book space adequate?

STAFF

Is service, gladly or grudgingly given?

Have librarian and assistants had as much general education as teachers must have?

What professional library training have they had?

Are salaries sufficient for good service?

Are they comparable with school salaries?

INCOME

What is the annual appropriation or tax levy?

THE MODEL TOWN LIBRARY**Has**

Income of \$1.00 per capita (minimum).

Circulation of five books per capita.

One assistant for every 20,000 books circulated.

Expend

50% of its income for salaries.

25% for books and periodicals.

10% for binding and supplies.

15% for maintenance.

Offers

Trained service.

Carefully selected books.

Extension service through branches and deposits.

Co-operation with schools and all other community interests.

IS YOURS A MODEL TOWN LIBRARY?

Does it average at least one dollar per person in the library service area, a reasonable minimum?

How is the amount determined?

Is there other revenue?

GOVERNMENT

Who are the library trustees?

How chosen? Term of office?

Are they interested in library progress?

What is the unit of library service and support? County? Township? School district? City or village?

Is it large enough for effective and economical service?

SOURCES OF INFORMATION

Your librarian and trustees.

Your State Library Extension Agency (for laws, standards, comparisons).

The American Library Association—if you have no state agency.

References**STUDY PROGRAM 2**

Gale, R. J. *Elements of Child Training*; Chapter VII, The Child and Play.

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Kirkpatrick, Edwin A., *Fundamentals of Child Study*; Chapter IX, Play.

Pierson, Clara D., *Living with Our Children*; Chapter XXIII, The Reformatory Influence of a Frolic.

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STUDY PROGRAM 3

Birney, Mrs. Theodore W., *Childhood*; Chapter III, Fear, Anxiety, and Grief.

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The Child; His Nature and His Needs. See pages 42-44.

The Round Table

CONDUCTED BY MARTHA SPRAGUE MASON

There is great demand for specific information about making Parent-Teacher meetings interesting and instructive. The ROUND TABLE is trying to pass on to the many members of the Parent-Teacher family some of the best ideas which crop up in various parts of the country, so that they may be of as much service as possible. State Bulletins furnish many suggestions, so do state presidents and field secretaries. There must be many more which are known to successful local associations. Please be sure to send them to the ROUND TABLE for future distribution, together with your questions and comments about the information already published.—M. S. M.

AT A conference on social problems one father asked, "What is a father anyway? Merely a biological necessity, or an economic by-product?" But Parent-Teacher people give father a much better place in the cosmos than these two alternatives suggest. They occasionally devote a Fathers' Night to extolling his usefulness and mapping out his parental duties. The program at these meetings centers on "dad" who is variously depicted as "the mainstay of the family rigging," "the anchor to the good ship *Home*," "an uncut diamond," and so on.

The *North Carolina Bulletin* prints the following program for Fathers' Night:

Paper or Talk—What Dad Means to Me. By a son.

The Worth of a Boy. By a father.

Poems—The Too Busy Father. E. A. Guest; To the Men of America. Rose Trumball.

Open Forum—Leisure Hours of Our Sons. (Questions distributed at the beginning of the meeting.)

1. How much leisure time should a boy have? 2. How may father and son spend leisure time together? 3. Is the auto an aid or hindrance in the boy's leisure time? 4. What reading do the boys have in their leisure time? 5. What companionship do the boys have in their leisure time? 6. What can the fathers do in helping direct the leisure time of the boys in this community?

Talk—Dads I Have Known. By a Father.

Examination—What Father Knows about his Son's School. (From Michigan Programs.)

1. In what grade is your son? What are his studies?

2. In what study is he best? Poorest? Why?

3. When did you last discuss your son's course of study with him?

4. How many times have you visited your son's school this year?

5. What book have you recommended to your son lately?

6. Are you acquainted with your son's teacher? Principal?

7. What general policy would you like your school board to follow?

8. Have you made an effort to understand the teaching methods since your school days?

9. Are you a member of the Parent-Teacher Association? Will you become one?

At a recent "Modern Parenthood" conference, where all phases of parenthood problems were brought up, one of the outstanding discussions was focused on the difficult relationship between a father and his growing son. The report says:

"The 'paternal despot' was denounced in no uncertain terms. So, too, was the boy who refuses to meet his father half-way in a mutual effort towards companionship. But 'dad,' being presumably the wiser and the more clear-headed of the two, was credited also for being the more responsible when things go wrong. The attitude of comradeship was stressed as important, instead of that of the 'stern parent' or the 'mere looker-on.'"

"Boyhood is a time of life that calls for sympathy and understanding. If the boy does not get it at home, he goes looking for it outside. And once that search begins, once he finds what he seeks, the father-and-son bond is broken. Too often we hear a boy say sullenly, 'I can't get along with my dad. Everything I do is wrong.' In a case such as this the impatient complaint of the father will be: 'I can't make head or tail of that boy. He won't listen to me.' This is the dangerous age of boyhood and the tragedy of fatherhood."

Perhaps the most touching tribute to "father" appeared in the *California Parent-Teacher*.

A LETTER TO DAD

I am writing this to you though you have been gone thirty years.

I feel that I must say things to you, things I didn't know when I was a boy in your home and things I was too stupid to say.

It is only now, after passing through the long, hard school of years, only now, when my own hair is gray, that I understand how you felt.

I must have been a bitter trial to you. I believed my own petty wisdom and I know how ridiculous it was, compared to that calm, ripe, wholesome wisdom of yours.

Most of all, I want to confess my worst sin against you. It was the feeling that I had that you "did not understand."

When I look back over it now, I know that you did understand. You understood me better than I did myself. Your wisdom flowed around mine like the ocean around an island.

And how patient you were with me! How full of long suffering and kindness.

And how pathetic, it now comes home to me, were your efforts to get close to me, to win my confidence, to be my pal!

I wouldn't let you. I couldn't. What was it that held me aloof? I didn't know. But it is tragic—that wall that rises between a boy and his father, and their frantic attempts to see through it and climb over.

I wish you were here now, across the table from me for just an hour, so that I could tell you how there's no wall any more; I understand now, Dad, and God, how I love you and wish I could go back and be your boy again!

I know how I could make you happy every day. I know how you felt.

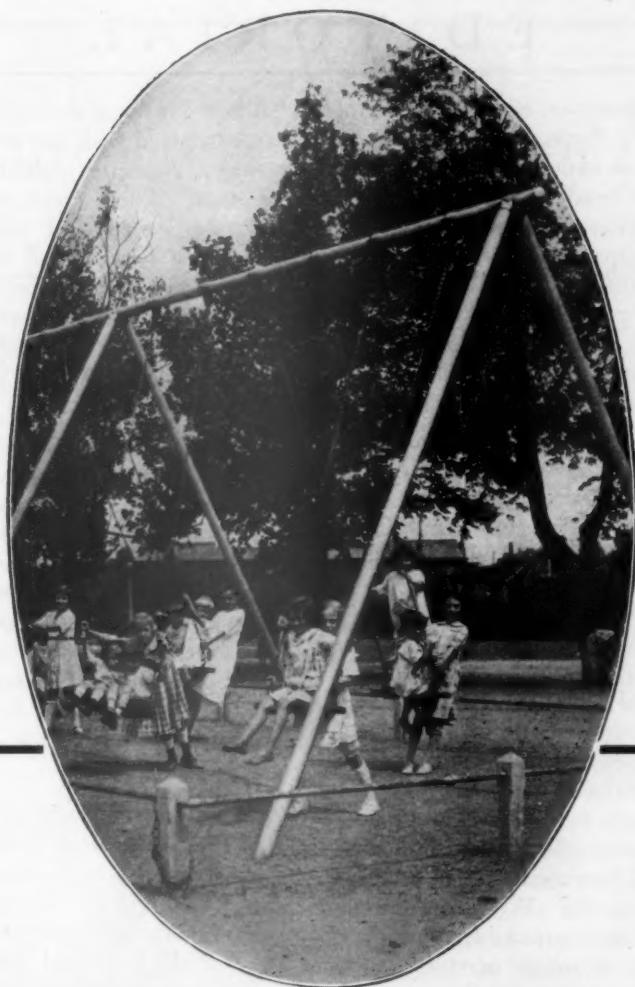
It took a good many years for this prodigal son—and all sons are in a measure prodigal—to come to himself. I've come. I see it all now. I know what a rich and priceless thing, and one least understood, is that mighty love and tenderness and craving to help which a father feels toward his boy. For I have a boy of my own.

And it is he that makes me want to go back to you, get down on my knees to you and ask you to hear me, Dad, and believe me.



"And a good time was had by all"

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EDITORIAL

THE experiment called Claremont Colleges, at Pomona, California, is worth observation. The only objection that one hears to the small college is that library, laboratory and other equipment cannot compare in excellence to that of the large institutions. This "Claremont Colleges" plan provides that a group of designedly small colleges shall locate themselves in the same vicinity, combining their resources in equipment but maintaining separate entities and policies. Scripps College for Women is the second one of the new group, the first being the long established Pomona College. This economy of funds and energy affords an interesting experiment which will be watched eagerly by those who believe that unification without loss of identity has value.

President David Kinley, of the University of Illinois, says that the man of education is losing his leadership in public affairs, that he absorbs learning as a sponge absorbs water but through indifference or lack of courage he no longer leads, allowing that leadership to fall into the hands of crooked and selfish politicians. We parents who are so anxious to give our children a higher education should examine carefully such colleges as we contemplate for them, to find out how well citizenship is taught therein. And we should also realize that however highly educated we ourselves are, if learning has not fitted us for public service, we cannot expect our children to develop civic mindedness, no matter what college they attend.

A new National Anti-Cigarette Club has been organized with the avowed purpose of passing a cigarette prohibition law within five years. There are, however, those who doubt the sincerity of this effort, for remarks have been let fall to the effect that this will make many prohibitionists back down from their position on "sumptuary laws." There seems to be some understanding between this very new organization and the one whose platform is in opposition to prohibition.

Speaking of "taking" the CHILD WELFARE MAGAZINE, you will enjoy the story of the farmer who was visited by an agent for the Grange paper—showing him the advantages of learning improved methods. After listening impatiently to the exposition he broke out, "No, I won't take your paper. I farm 's well 's I know how already, and that's enough."

On the same day came the newspaper notice of the first boasted "companionate marriage" between a high school boy and girl in St. Louis, and the December number of the *Survey Graphic* with eight full-length articles on the home and family life. Every Parent-Teacher member has doubtless read the former and should read the latter. The latter merits deep study.

A Happy New Year to each one of you. May it be full of joyous children, glad parents and inspired teachers M. L. L.



Study Program I

This is the fifth of a series of outlines based on

PARENTHOOD AND THE NEWER PSYCHOLOGY

BY FRANK HOWARD RICHARDSON, M.D.

CHAPTER VII—THE MOST INDECISIVE CONTEST EVER WAGED—PHANTASY VERSUS REALITY

"Daydreams of children never work out to their disadvantage if they are discussed freely. It is only when they become an end in themselves, when they lead the child away from the realities of life, and become all-absorbing and too self-satisfying, that they are a menace to the child."

—Dr. Douglas A. Thom.

"The fact that the life of phantasy prevents the individual from making an honest effort, from meeting his difficulties and overcoming them is, in itself, demoralizing."—Dr. Thom.

QUESTIONS

1. Explain what the author means by the title of this chapter—"The Most Indecisive Contest Ever Waged—Phantasy Versus Reality." Page 95. Would it be desirable to have the contest completely decided one way or the other, in an individual? What are the desirable qualities of the daydreamer? of the realist?

2. In the following contrasts designate which has to do with reality and which contains an element of phantasy: fact, fancy; history, romance; photography, painting; prose, poetry; engineer, artist; constructive planning, daydreaming; reality, phantasy; logic, imagination; literal truth, figurative flights; the night before, the cold gray dawn of the morning after. Page 96. Define each phase of the above contrasts. Pages 96-98.

Note. *Extrovert*—"The extroverted person is interested in the life about him and is particularly aggressive and efficient in dealing with the concrete problems that present themselves to him. The environment stimulates action and he thoroughly occupies himself with enterprises of all sorts. Thus

the extrovert is known as the man of action." *Introvert*—"The introvert is the opposite type of personality. He is mostly interested in himself and to a large extent finds dealing with the actual world difficult. From early childhood he has been a questioner and has wanted to understand the meaning of things. Introversion represents a flight from reality into the inner life. The world of ideas occupies the interest of this person." See E. R. Grove's "Personality and Social Adjustment." Pages 75-76.

3. What desirable qualities does the extrovert possess? the introvert? What are the advantages of having elements of both the extrovert and the introvert in one's make-up? Pages 98-99. Name three prominent persons who are extroverts; introverts.

4. How does it help in the training of our children to know whether they are extroverts or introverts? Is it punishment to the introvert to be assigned the task of reading a book of myths? to the extrovert?

5. "It is plainly the function of education to lead the child forth from the realms of indefinite pleasure dreaming, into and along the paths of actual accomplishment." How are our schools more and more meeting this need? How may we as parents assist?

6. Does the conscious or the unconscious mind have control of phantasy? of reality? See chapter 3. Why is it that if we enlist the child's attention he is kept from daydreaming?

7. What is the test of a successful system of education? See page 102. A task successfully completed, approval of teacher and parents—these things lend themselves to renewed effort on the part of the child. How does this knowledge help us in child training? See pages 102-103.

8. If the work in school is too difficult how will the extrovert probably meet the situation? How may the introvert react to the same situation? Pages 105-106. Why do the movies especially appeal to those who are inclined to day dream? Pages 107-108.

SUPPLEMENTARY

The Problems of Childhood, by Angelo Patri.

"DREAMING CHILDREN." Page 107.

To be read in class. An article that helps us to unlock the door of the dreamer.

"CONCENTRATION." Page 109.

To be read in class. Suggestions for keeping the real in the ascendant over day dreaming.

REFERENCES

Phantasy; Day Dreaming

Thom, Douglas A., *Everyday Problems of the Everyday Child*. See pages 202, 255, 300.

Wickes, Frances G., *The Inner Life of Childhood*. See pages 20, 56; Chapter VII, *Imaginary Companions*; Chapter XI, *Dream and Phantasy*.

Extrovert; Introvert

Groves, E. R., *Personality and Social Adjustment*. See page 75.

Wickes, Frances G., *The Inner Life of Childhood*. See pages 12, 74, 124, 130. See index.

Study Program II

This is the fifth of a series of outlines based on

THE TRAINING OF CHILDREN IN THE CHRISTIAN FAMILY

BY LUTHER ALLAN WEIGLE

CHAPTER VI—THE CHILD AT PLAY

"The play of today becomes the work of tomorrow."—*Angelo Patri*.

"The boy without a play-ground will become the man without a job."

—*G. Stanley Hall*.

"Play is always and everywhere the best synonym of youth"—*G. Stanley Hall*.

WHY DO CHILDREN PLAY?

1. Give theories of play as held by our Puritan fathers, Horace Bushnell, Herbert Spencer, G. Stanley Hall, Karl Groos, Seashore, Lilla Appleton.

2. Whose theories of play are mostly accepted today?

3. What is the author's idea of play? See pages 83-90.

THE DEVELOPMENT OF PLAY

1. The author gives four classifications for the development of play. Read these in class and give an example of each kind of play. See page 90.

2. In the development of play the following stages are distinguished: 1st, the stage of discovery, 2nd, the imitative stage, 3rd, the constructive stage, 4th, the competitive stage, 5th, the team-play stage. Describe each stage and name games and activities that belong to each stage. See page 91.

MATERIALS OF PLAY

1. Why does the highly complicated toy have little play value for the child? See pages 92-93.

2. Give suggestions for suitable play-material for the small child.

3. What are the advantages of raw play materials? Give Dorothy Canfield Fisher's discussion. See pages 93-95.

AMUSEMENTS

1. What is the difference between amusements and play? See page 96. Should children be furnished amusements?

2. What has the author to say of the motion-picture show as an amusement? What is his advice in regard to children going to the movies? What are the rules in your home for the picture show? See pages 97-98.

See *Questions for Investigation and Discussion*. Page 99.

SUPPLEMENTARY

The Problems of Childhood, by Angelo Patri.

"THE PLAYGROUND." Page 275.

To be read in class. A plea for play-grounds, play rooms, and work shops.

References: See page 230.

Study Program III

This is the fourth of a series of outlines based on

TRAINING THE TODDLER

BY ELIZABETH CLEVELAND

PART FOUR—STANDARDS FOR EMOTIONAL DEVELOPMENT

"When angry, count ten before you speak; when very angry count a hundred."

—Jefferson.

"There is a great beauty in going through life without anxiety or fear. Half our fears are baseless and the other half discreditable."—Bovee.

QUESTIONS

1. What is the danger of allowing the toddler to indulge in anger and other undesirable emotional behavior just because he appears "cute"? See pages 85-86.

FORCES OF ANGER, LOVE AND FEAR

1. Dr. John Watson tells us that the primary cause of anger is being thwarted. How may we guard against anger in the little child? See page 87.

2. Anger unrestrained in the small child may develop into a tantrum. The author tells us that Miss Henton, of the Merrill Palmer School, made tantrums well-nigh impossible by avoiding occasions for them. If a child insisted on having a tantrum she removed him to a room by himself. For violent tantrums the author suggests a cold shower or tub, or dash of cold water in the face. What other treatments have you found successful? See pages 88-90.

THE WISE DIRECTION OF ANGER

1. Why is it useless to punish an angry child? See page 90.

2. Anger is a noble quality when rightly directed. How shall we properly direct it in the toddler? Give author's argument. See pages 90-92.

THE DANGERS IN EXCESSIVE AFFECTION

1. Tell how the child may be handicapped in his emotional development by an undue amount of unwise affection on the part of the mother. See pages 92-94.

2. Jealousy is often the outgrowth of un-

wise affection. What are the author's suggestions for overcoming jealousy? See page 95.

3. Children not only suffer from being unwise loved; they also suffer from being unloved. Discuss further. See page 95.

THE AVOIDANCE AND CONTROL OF FEAR

1. Dr. John Watson tells us that children are born into this life afraid of only two things—a loud noise and removal of support. How does the child acquire other fears? See page 96. See also, *The Child: His Nature and His Needs*. Pages 42-44.

2. Explain transference of fear. See *The Child: His Nature and His Needs*. Pages 42-44.

3. Give instances in which "love casts out fear." See pages 100-101.

HOW TO TREAT THE EARLY SEX INTEREST

1. The questions children ask about sex should be truthfully answered. Tell the story of life as you would relate it to the small child. See pages 101-102.

THE CONTROL OF EMOTIONAL EXPRESSION

1. How do you help your child to control the expression of anger? See pages 102-103.

2. One may transfer the interest of the child from his undesirable emotional state to a desirable emotion state. Give instances which the author mentions. Give others from your own experience.

3. Should we not hold all members of the family responsible for a cheerful home atmosphere? See page 104.

See *Test Exercises*. Pages 104-105.

SUPPLEMENTARY

The Problems of Childhood, by Patri.

"FEAR." Page 119.

To be read in class. Describing what "a school master in a great city" thinks of the ill effects of fear.

"I CAN'T." Page 113.

To be read in class. A sketch on overcoming fear.

References: See page 230.



Out Among the Branches



MASSACHUSETTS AN ASSOCIATION OF GOOD REPUTE

They were all there—the leading women of the town, a few teachers, a group of mothers. The Field Secretary had told them of the purposes and accomplishments of a Parent-Teacher Association, of the wonderful National Congress of Parents and Teachers, of what they could expect to do through such an organization.

They were discussing the pros and cons. Would it work in their town? Would the interest continue? Goodness knew, so said the presiding officer, they needed something.

What with the strange new ways of their young people and all these modern distractions, bringing up children was not what it used to be. Even the schools had such new methods. Perhaps a Parent-Teacher Association would help them. Someone suggested she had heard of a Parent-Teacher Association that picked flaws with the teachers and superintendent and stirred up a hornet's nest of trouble. In answer to a question of the Field Secretary, she confessed that this recalcitrant association had never affiliated with the State Association, had never sent delegates to the conventions and never heard State speakers; in fact, it was in no way in touch with the National movement, but because it went under the name of a Parent-Teacher Association, she judged all to be like it.

A little mother arose, "I can't let you go home without knowing what a Parent-Teacher Association meant to me when my twins were little. I was so far from home and I knew so little about children. The Parent-Teacher Association helped me like a mother. There was a study class and there I learned how to bring up my children and what books to read. The members were so friendly that I did not feel lonely, although I was kept at home much of the time. Through those busy years, I used to think of all those other Parent-Teacher mothers, studying and working just as I was, and the thought strengthened me. Then, when my little girls were old enough to go to school the Parent-Teacher Association helped me to keep in touch with the teachers so closely that the little girls and I seemed to live their school together."

As the little mother sat down, the call came, "Question, question!" "Moved that we organize a Parent-Teacher Association in this town." The presiding officer announced the vote. It was unanimous. Some one shouted from the rear seat, "And we'll make it a *good* one, too!"

There is no advertisement for the Parent-Teacher movement like a *good* Parent-Teacher Association.

INTERRACIAL WORK IN HAWAII

Many local parent-teacher associations have difficulty in getting the foreign groups interested in the schools and their problems. The president of the Hawaiian Territorial Branch tells what is being done in that connection in one of their locals.

"In the McKinley High School Parent-Teacher Association there are parents of Japanese, Chinese, and Korean nationalities who were hesitant about coming to the parent-teacher association meetings. Very few came. They preferred to be among their own people. As a result the racial groups were started. This work was covered by three committees: membership, program, and student activities. Their programs were conducted in their own languages and great interest was taken in hearing of the work being done or needing to be done in the schools.

"The subjects covered during the year in the monthly meetings were: health, physical education, vocational guidance, moral character development among high school students, honor system, religious influences (this was non-sectarian, being purely for high standards), music, home environment, home employment, and nutrition (with lunches considered). I attended each of these meetings, answering as far as possible any questions that arose. The principal attended many of the meetings as did also the boys' and girls' advisors.

"This year they will try out the plan of having the different races meet in separate rooms for business and addresses. All will meet together for the remainder of the program and to see the exhibit and moving pictures of school activities.

"During last year the Chinese raised enough money through memberships and subscriptions to pay for a Ford for the girls' advisor and the Koreans raised through memberships enough to buy a large earthen jar for drinks, much needed in the school and parent-teacher association social meetings.

"Before these group meetings, foreign-born parents were too timid to visit the school even though given an urgent invitation. Now they have a real interest in the school and in what is being taught in the school. Greater McKinley Week, where the parent-teacher association is given one full day for program work, more than 200 parents, mostly of racial group representation, came both this year and last to visit the school and spent the greater part of the school day there. This is our great parent-teacher association problem in the islands—so many non-English parents to train into American ways of doing and thinking, but the wheels are turning rapidly, so we are not discouraged.

National Office Notes

BY FLORENCE V. WATKINS

National Executive Secretary

There is now a leaflet on high school parent-teacher associations, one on social standards, one on parent-teacher associations in churches, and a new one on thrift. As these are all programs, please *be sure* to order from your state headquarters and *not* from the National Office. The leaflet entitled "Schools of Instruction for Parent-Teacher Associations" has been found useful in many states. It has now been reprinted. Mrs. Morris has added to each section references to pages in the handbook and other Congress leaflets where material will be found upon the topics mentioned. This, too, should be ordered from the state distributing center.

Readers of the Magazine will remember that last year, on the resignation of its President, Mrs. J. P. Slaughter, Oklahoma's First Vice-President, Mr. R. W. Clark, of Okmulgee, completed the term as president. To Oklahoma went the distinction of being the first state branch of the National Congress of Parents and Teachers to have a man as president. This year another state is to have this distinction. The North Dakota Congress of Parents and Teachers has just elected Mr. Arthur E. Thompson, of Washburn, as its president. Mr. Thompson is an educator, a parent, and a parent-teacher worker. This gives to the National Congress of Parents and Teachers 14 men as members of its Board of Managers.

Please Note.—The second supplementary list of motion pictures is *not* ready for distribution and will not be ready until May, 1928. Kindly hold the coupon from the first supplementary list until that time.

We certainly are becoming important! The other day a special delivery letter was sent to the National Office addressed to "U. S. Congress, 1201 Sixteenth Street, N. W., Washington, D. C." The one delivering it said, "Will you take U. S. Congress mail?" We said we would (Congress not then being in session). When the letter was opened there was a check for a copy of the Oakland Convention Proceedings! We wonder how many members of the "U. S. Congress" would have known where to send this order had it been delivered to them.

The last week-end in January is for the twenty-first time being opened as Child Labor Day. This is the occasion when the National Child Labor Committee asks religious and educational organizations, women's clubs, and other groups to bring to the attention of their members the fact that the problems in connection with child labor are *not* solved. By the celebration of this day it is hoped to stir the public to demand a right solution of these problems. January 28 is child labor day for synagogues,

January 29 for churches, and January 30 for schools and clubs.

Child labor involves more than the mere question of the age at which a child should be allowed to go to work. It includes the prohibition of all labor for children under 14, and of dangerous work for children under 16; it includes the establishment of an 8 hour day and the prohibition of night work for children under 16; and the demand for evidence that the child is strong enough for work.

Few states have adequate protection in all these respects. In 14 states the law carried an exemption which makes it legal for children under 14 to work in factories or canneries, at least out of school hours; in 11 states children are permitted to work 9 to 11 hours a day; in 17 a physician's certificate is not required of a child starting work; in 28 children of 14 may work around explosives; in 22 they may run elevators; in 17 they may oil and clean machinery in motion.

Let us do our part to stir our community to make the conditions right for these children who are now defrauded of their birthright.

Some of the readers of CHILD WELFARE will surely remember the Doll Messengers of Friendship which were sent last March by the children of American to the children of Japan. 12,641 dolls were sent to Japan and you have probably read of the intense delight of adults as well as the children when these beautiful friendship messengers arrived from across the sea.

As an expression of appreciation of our doll messengers, the *Japanese Government* is sending to America 50 beautiful Japanese dolls which are to be paid for by the *children* of Japan. The grand farewell party was held in Tokyo on the birthday of the Emperor, November 3. The Commission on International Justice and Goodwill of the Federal Council of Churches is planning to have groups of these dolls visit different parts of the United States to be exhibited. They must of course be welcomed with all of the cordiality which our dolls received in Japan. The Federal Council also hopes to have a moving picture of the welcome of the dolls in Japan to be shown at the reception parties in the United States. If you can arrange a reception for some of these dolls and wish to show the motion picture, will you not promptly notify Dr. Sidney L. Gulick, 105 E. Twenty-second Street, New York City. Can you imagine anything that would make the children—and some of the parents and teachers also—happier than to see these dolls?

The other day a member of the staff of a Middle West state teachers college wrote: "I am predicting that within the near future parent-teacher courses will become just as rigid re-

quirements for teachers as 'methods' or 'Principles of Teaching.' We, too, believe this. Last year the National Congress of Parents and Teachers could not satisfy the demand for teachers for such courses in the summer schools of universities, colleges, and normal schools. Again in the summer of 1928 the course will be given at Teachers College, Columbia University, on the Educational Aspects of the Parent-Teacher Movement. An advanced course to prepare teachers for such courses is also to be given. Both courses are open to parent-teacher workers as well as to college students. Last year a state president, a state district chairman and a state county chairman were present at the sessions. It is hoped that even more parent-teacher workers will come for the summer session of 1928. It means only three weeks away from home.

The National Office has just received a copy of the fourth edition of the "Parent-Teacher Handbook for North Carolina," prepared by Harold D. Meyer and issued by the Extension Division of the University of North Carolina. Single copies are 50 cents each and the book is worth much more. Included in the volume are some 60 or more suggested programs, and suggestions for special features on programs. Orders, accompanied by check or money order, may be sent to Mr. Harold D. Meyer, University of North Carolina, Chapel Hill, North Carolina.

Leaflet No. 11, published by the United States Department of Agriculture, Bureau of Home Economics, Washington, D. C., will be of interest to mothers of young children as it is all about "Rompers!" Isn't that interesting?

We have been greatly pleased and helped recently by the receipt from various local and county groups of programs for meetings. Some of these are unusually good. One excellent program had nowhere on it either the name of the community or of the state where it was prepared.

Isn't it most disheartening to learn that one out of every eight school children in the United States has defective vision? What are we as parent-teacher workers doing about it? Are we pushing with might and main the Summer Round-Up of the Children? When every child who will enter the first grade is examined in the spring for physical defects and these defects are corrected *before* he enters school, this figure may be changed.

Hawaii is doing things! In a letter from the president of this territorial branch there was included an *index* of the National Handbook, so complete that one could find any section in a second. This would be a great assistance to all our workers.

THE A-B-C CORNER

We have two new leaders this month—Minnesota heading Class B and Arkansas going to the top in Class C; while California, having regained first place in Class A last month, still holds it. Below are the class rankings as of November 30, 1927.

CLASS A	CLASS B	CLASS C
1 California	1 Minnesota	1 Arkansas
2 Illinois	2 Kansas	2 District of Columbia
3 Michigan	3 Tennessee	3 Rhode Island
4 New York	4 North Carolina	4 Virginia
5 Pennsylvania	5 Florida	5 Arizona
5 Texas	6 Massachusetts	6 Connecticut
6 Missouri	7 Oklahoma	7 Idaho
7 Iowa	8 Indiana	8 Vermont
8 New Jersey	9 Wisconsin	9 South Dakota
9 Ohio	10 Mississippi	10 New Mexico
10 Colorado	11 Nebraska	11 Maryland
11 Georgia	12 Kentucky	12 South Carolina
12 Washington	13 Alabama	13 West Virginia
	14 Oregon	14 Louisiana
	15 North Dakota	15 Montana
		16 Wyoming
		17 New Hampshire
		17 T. Hawaii
		18 Utah
		19 Maine
		20 Delaware

Illinois sent in the most subscriptions during November, California being second and New York third. We know that every Parent-Teacher Association is interested in its state's standing. Your Parent-Teacher Association can help your state chairman to win one of the HUNDRED DOLLAR awards by appointing a magazine chairman who will look after renewals and take subscriptions to

CHILD WELFARE, THE NATIONAL PARENT-TEACHER MAGAZINE

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